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ABSTRACT

The guide is intended to help teachers of severely and multiply handicapped elementary students develop curriculum and describes techniques for the systematic consideration of needs in the areas of communication, mobility, and object manipulation. An initial section focuses on assessment strategies, including the use of teacher made skill checklists in the areas of domestic skills, recreation/leisure skills, vocational skills, community skills, and communicative intent. The transition from assessment to goals and objectives is next considered, followed by sample instructional programs and data sheets for such activities as the morning routine, hairbrushing, snack preparation, object/toy use, stapling, communication, and mobility. The samples are meant to serve as examples and are not designed for direct implementation. An implementation section centers on weekly and daily schedules, while two final sections provide information on data collection and approaches for including support staff and families. Appendices provide a list of definitions, sample assessment forms, and lists of resources for assessment tools, additional skills sequences, and communication programming. (CL)

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STRATEGIES TO DEVELOP COMMUNICATION, MOBILITY, AND OBJECT MANIPULATION SKILLS WITHIN THE CURRICULUM DOMAINS FOR ELEMENTARY AGE SEVERELY HANDICAPPED STUDENTS

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at

The Association for the Severely Handicapped

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Preface

As classroom teachers, we have found that the development of curriculum to meet the unique needs of severely, multiply-handicapped students at the elementary level requires that staff use information about the individual student's communication, mobility and object manipulation skills as well as the domain strategy to identify age appropriate and functional skills to teach.

Up until this time no formal guide existed describing techniques for systematic consideration of needs in the areas of communication, mobility and object manipulation within the structure of the domain strategy. This guide was developed in hopes of providing such techniques and is designed to take teachers and staff through the "mental process" involved in curriculum development. It is our intent that this guide will assist teachers in the development of curriculum to meet the unique individual needs of their students. While examples are provided, they are simply that, and are not intended for implementation.

Acknowledging the uniqueness of each student and each classroom, we encourage you to add and/or delete items as needed to best meet the needs of the students you work with.

In closing, we would like to express appreciation to Ruth Loomis, Coordinator of Programs for the Mentally Retarded, for her support of this project, and special thanks are given to Fran Johnson, Program Support Teacher, for her suggestions and support.

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I. INTRODUCTION

In preparing this tool, the population of concern has been identified as those severely handicapped students with one or more of the following handicapping conditions: mental retardation, cerebral palsy, sensory impairment (auditory, visual, tactual), seizure disorders and/or chronic medical needs.

The presence of these handicapping conditions often results in problems in the areas of communication, mobility and object manipulation as well as skill acquisition within the four life skill domains: domestic, community, recreation/leisure and vocational.

This curriculum development guide suggests techniques for identifying communication, mobility and object manipulation needs and strategies for addressing these needs when assessing student functioning within domains. A delineation of goals and objectives and suggestions for programming follow the initial discussion.

II. ASSESSMENT: A DISCUSSION

Accurate and informative assessment of severely handicapped students is dependent upon the tools chosen and the efficiency of use. The first step in the development of effective programming, which addresses the specific, critical needs of individual students, is the accurate assessment of the student's current level of functioning. Current level of functioning is derived as the student's performance of specific skills at the time of assessment.

When choosing an assessment tool, the specific skills or behaviors to be measured and information being sought should be identified. Following is a list of key questions to facilitate this process:

1. WHAT: What information will this tool provide? Will the information generated answer my questions?

2. WHY: Why choose this tool over others?

3. WHO: Who will be administering this tool? Will the data be reliable?

4. WHEN: When will this tool be administered (day/time)?

5. HOW: How will the generated information be used?

Having determined which skills or behaviors need to be measured, an appropriate assessment tool should be selected.

Below are three general categories of assessment tools, each yielding a distinctly different type of information.

1. Formal Assessment Tools

   DEFINITION: Formal assessment tools are commercially available standardized criterion or normed referenced tests, designed to compare a student's current functioning level to an expectation of what should exist as a standard.

   EXAMPLES:
   Vineland Social Maturity Scale
   Calliar-Azusa Scale
   Bayley Scales of Infant Development
   Minnesota Child Development Inventory
   Brigance Diagnostic Inventory of Early Development

2. Informal Assessment Tools: Teacher-Made

   DEFINITION: Teacher-made informal assessment tools are nonstandardized tools developed for the purpose of assessing specific skills and behaviors. The information generated is specific to the activity in which the student is engaged and the environment in which it occurs.

EXAMPLES:

Developmental Pinpoints, Birth to Six Years (Albert and Walter, MMSD, 1981)

Skill Sequence Checklists (See examples in Section III)

3. Informal Assessment Tools: Anecdotal

DEFINITION: Informal anecdotal assessment is a general description of everything the student does in the context of a specific activity. The information generated is a narrative recording of spontaneous student actions.

EXAMPLES:

Videotaping
One line notations of significant events
Ongoing observational recordings

Formal assessment tools are generally standardized measures used to obtain general information regarding student functioning level when placement is being determined. However, the information generated is often not reflective of the unique characteristics and needs of the severely handicapped individual. Rather, it reflects only developmental information which does not provide direction for chronological age appropriate functional programming. Accurate assessment for the purpose of determining placement or program development is even more critical when the severely handicapped student has additional physical handicaps and/or sensory deficits. Establishing accuracy and reliability becomes more difficult because formal assessment tools are generally normed on institutionalized populations, small samples, across a wide age range, and/or do not consider the multiplicity of handicapping conditions unique to the severely handicapped individual. Hence, though standardized assessment tools are useful in specific situations, it is suggested that teachers use informal assessment tools to obtain the detailed information needed for individualized program development.

Through assessment it becomes obvious that this process, as well as program development, is influenced by critical needs in the areas of communication, mobility (including positioning), and object manipulation (motoric involvement). It is suggested that teachers and support staff take time initially to observe the student and identify the unique communication, mobility and object manipulation characteristics before assessing with skill checklists. Deficits in these areas may significantly effect student performance in activities.

Generally, assessment of communication, mobility and object manipulation needs is best accomplished using an anecdotal/observational format. This allows for multiple opportunities for observation across environments, activities and people. Notations of a student's strengths and deficits are made while the student participates in ongoing activities. Upon completion of this initial, anecdotal assessment, performance discrepancies are identified and student characteristics noted. This information is used to increase the accuracy of results obtained from skill checklists.

The process of identifying specific skill deficits (discrepancies in performance) within the domains is achieved by the use of teacher made skill sequence checklists. These checklists represent the end product of ecological inventories and skill analyses and reflect those activities naturally occurring in the student's life.

III. ASSESSMENT STRATEGIES

The subsequent sections provide a model process for the assessment of severely handicapped students in a public school setting.

Section A provides sample observational summaries. These summaries delineate relevant student characteristics and provide a list of instructional implications and considerations in areas of communication, mobility and object manipulation. The implications and considerations are referenced by number to the delineated student characteristics; these listings do not appear in a prioritized order.

Section B explains how to use the teacher-made skill checklists which are provided. A variety of scoring systems are also discussed.

Section C provides examples of completed teacher made skill checklists. Sample checklists can be found in Appendix B.

SECTION A

Observational Recording Summary - Communication

Student: 1

Age: 7-2

Date: September 7-20, 1982

Observations:

1. Actively reaches out and up to shoulder height to obtain preferred toys and food.

2. Uses left hand for grabbing, holding and manipulating objects.

3. Smiles and laughs in response to play and social interactions with peers or staff.

4. Expresses frustration by gritting teeth, crying and/or retracting shoulders.

5. Responds appropriately to single component commands in familiar or routine situations ("arms up," "reach," "push," "pull," "drink," "eat"), but does not necessarily generalize comprehension to unfamiliar situations/ materials without specific instruction.

6. Chooses between the discriminants "eat" and "drink" during snack to indicate what she wants.

7. Is left side dominant; will respond impulsively on left without addressing choices.

8. Demonstrates awareness of means/ends in specific situations.

9. Has visual impairment which influences distance vision.

Implications and Programming Considerations:

Must be instructed to look at both/all discriminants. (6, 7)

Should be encouraged to use right hand. (1, 2, 7)

Communication training should incorporate the use of familiar objects and routines. (1, 5, 6, 8, 9)

Systematic placement of unique and clear discriminants is critical. (7, 9)

Should be encouraged to expand upon appropriate vocalizations. (3, 4)

Observational Recording Summary-Mobility

Student: 1

Age: 7-2

Date: September 2-10, 1982

Observations

1. Uses a wheelchair with an H-strap, seat belt and ankle straps.

2. Positioning in chair prevents S* from reaching her wheels.

3. When motivated by a preference toy or object, rolls independently from prone to supine and inconsistently from supine to prone; has difficulty rolling consecutively because left arm gets caught underneath her.

4. "Squirms" on back, by moving trunk and legs, to move short distances (under one foot).

5. Is positioned prone over cut-out wedge for free time, but does not independently maintain prone on elbows.

Implications and Considerations

Discussion with PT/OT staff indicates that S is not a candidate for pushing her wheelchair due to trunk instability and generally athetoid tone. (1, 2)

Should be encouraged to roll and engage in other types of active movement when out of chair. (3, 4)

Alternative positioning options should be explored. (5)

*Student will be represented by S.

Observational Recording Summary - Object Manipulation

Student: 1

Age: 7-2

Date: September 8-24, 1982

Observations:

1. Uses a palmar grasp to obtain objects.
2. Is left hand dominant.
3. Actively explores objects by poking with an isolated index finger.
4. Picks up, drops, brings to face and visually examines objects.
5. Is influenced in ability to act on objects by poor muscle tone and restrictive positioning.
6. Uses built up handles on feeding utensils, hair brush and tooth-brush.
7. Rotates wrist when feeding or manipulating objects.
8. Initiates and uses a pincer grasp when encouraged, if object is presented in space.

Implications/Considerations:

Appropriate positioning and support are needed to increase the probability of functional movement. (5)

Needs to develop wrist stability and improve functional grasp. (1, 5, 7, 8)

Provide opportunities for active exploration of objects within the context of appropriate activities. (3, 4)

Adapted equipment should be provided to allow more independence. (5, 6, 7)

Materials should be developed for use in or by left hand. (2)

Observational Recording Summary - Communication

Student: 2

Age: 9-3

Date: September 1-17, 1982

Observations:

1. Takes or reaches for desired object.

2. Takes the teacher's (parent's) hand and moves it toward desired food items during lunch.

3. Indicates displeasure by throwing or pushing away objects or teacher.

4. Demonstrates understanding of means-end, specifically in relation to food by opening containers and pouring juice.

5. Impulsively grabs for discriminants of food; does not necessarily look at both choices.

6. Is right side dominant when responding.

Implications/Considerations:

Shows communicative intent that needs to be refined and made systematic. (1, 2, 3, 4, 5)

Develop communication around motivating factors and relationships that S already understands. (1, 2)

Examine alternatives for discriminant placement to encourage more purposeful communication. (5, 6)

Observation Recording Summary - Mobility

Student: 2

Age: 9-3

Date: September 2-16, 1982

Observations:

1. Walks independently, with wide stance and some self-stimulatory hand waving.

2. Hand waving is eliminated when S is given something (book, bag) to carry.

3. Is able to find his way to the bathroom, gym, art, music and therapy rooms, but will not necessarily follow verbal cue to go.

4. Inconsistently follows contextual or prop cues (lunch time--gym, grooming box--bathroom) to go to specific locations.

5. Uses crawling, rather than walking, to obtain desired objects when positioned on the floor.

6. Is able to go from standing to the floor and floor to standing independently when motivated.

7. Is aware of objects (stationary) in his path, but not necessarily people moving in space.

8. Is distracted by displays, globes, doors.

Implications/Considerations:

Shows high probability of functionally directed ambulation (going to directed place independently). (3, 4)

Must be provided with strategy for remaining "on-task." (8)

Should be provided with opportunities to increase endurance when walking. (1)

Intervention to reduce self-stimulatory behavior should be provided. (1, 2)

Continue to refine "transitions" and encourage walking as primary means of mobility. (5, 6)

Needs to develop awareness of obstacles and strategies for maneuvering around them. (7)

Observational Recording Summary - Object Manipulation

Student: 2

Age: 9-3

Date: September 8-23, 1982

Observations:

1. Uses palmar grasp, grabbing to obtain desired objects.
2. Active exploration of objects is limited to rotation in hands and self-stimulation by rubbing and waving fingers.
3. Demonstrates consistent functional object use only with feeding items.
4. Can appropriately play with See 'n' Say, Bear in Box, ball and car for short period of time, if directed.
5. Resists being directed to use objects appropriately.
6. Has a very short attention span when engaged in undirected object use.
7. Is right handed.

Implications/Considerations:

Provide S with strategies for active exploration and appropriate use of objects. (1, 2)

Needs constant variation of activities and materials to maintain attention. (4, 6)

Provide appropriate means of obtaining desired objects. (1)

Increase variety of objects student can use appropriately. (2, 3, 4)

Interfering self-stimulatory behaviors need to be reduced and replaced by more appropriate behaviors. (2, 4)

Use a consistent instructional approach with clearly defined objectives and behavioral expectations. (5)

Present materials on student's right side. (7)

Observational Recording Summary - Communication

Student: 3

Age: 11-7

Date: September 1-22, 1982

Observations:

1. Indicates preferences spontaneously by reaching for, grabbing and/or touching objects or by moving herself to desired people, objects or activities.

2. Indicates dislikes by pushing people away, turning away and/or throwing objects out of her reach.

3. Produces no speech and few vocalizations (related to Cornelia deLange syndrome) and demonstrates no vocal imitation.

4. Makes isolated finger movements; can point to objects or pictures.

5. Smiles and laughs to initiate and maintain social interactions with favorite adults.

6. Responds appropriately to non-verbal communication (gestures, facial expressions) of adults.

7. Is very visually attentive; however, attention span is brief and is easily distracted by novel visual stimuli.

Implications/Considerations:

More formalized communication system should be developed. (1, 2, 3, 4, 5)

Should be encouraged to attend and systematically scan an array of objects or photographs. (4, 7)

Possible hearing loss should be further evaluated, since a hearing loss would significantly affect receptive language development. (3, 6)

Observational Recording Summary - Object Manipulation

Student: 3

Age: 11-7

Date: September 3-17, 1982

Observations:

1. Makes well-controlled, isolated finger movements (pokes, pinches, etc.).

2. Is right hand dominant and demonstrates minimal awareness of left hand; however, she can use both hands together and manipulates objects with her left hand (but not as competently as her right hand).

3. Performs some higher level fine motor skills--can insert small objects into a container and remove them and has some beginning tool use skills.

4. Demonstrates little functional use of common objects; mouths or throws objects, but after several demonstrations, is able to perform the appropriate behavior.

Implications/Considerations:

Encourage use of left hand independently and for bilateral activities. (2)

On-going consultation with PT/OT is needed for assessment and programming of fine and gross motor skill development. (1, 2, 3)

Ability to imitate appropriate object manipulations should be expanded upon. (3, 4)

Need to develop greater range of appropriate uses of objects. (1, 3, 4)

Observational Recording Summary - Mobility

Student: 3

Age: 11-7

Date: September 7-28, 1982

Observations:

1. Demonstrates desire to move from one place to another, both in wheelchair and "commando crawling" on floor; sometimes moves just for the sake of moving.

2. Is right hand dominant and tends not to use left hand to push wheelchair unless hand is pre-positioned and frequent prompts given; because of this tendency to use only the right hand, the wheelchair turns in circles to the left.

3. Uses both arms to propel self on scooterboard, or commando crawling, for distances up to 25-30 feet when a familiar adult is at the destination.

Implications/Considerations:

Bilateral hand use should be developed so that S can move wheelchair in a straight direction. (2)

Skills for maneuvering around naturally occurring obstacles should be developed. (1, 3)

Need to increase compliance with verbal and gestural cues to move to specific locations. (1, 2, 3)

Strength and endurance need to be increased. (2, 3)

Need to develop awareness of arrival at destination. (3)

Observational Recording Summary - Communication

Student: 4

Age: 11-9

Date: September 9-21, 1982

Observations:

1. Cries, fusses or pushes away when angry, unhappy or frustrated.

2. Produces few vocalizations.

3. Interacts with objects using a random batting motion (due to low muscle tone and athetoid movement patterns); these movements may or may not be purposeful.

4. Makes inconsistent and momentary eye contact with people and objects; may have visual field limitations.

5. Does not locomote (or attempt to locomote) to specific objects.

6. Responds inconsistently to verbal cues and instructions.

7. Responds to only a limited number of functional reinforcers.

Implications/Considerations:

Development of all feasible modes of communication, which will give S increased control over environment, is needed. (1, 2, 3)

Consultation with teacher of visually impaired students is needed to determine appropriate instructional strategies and materials to compensate for visual limitations. (4)

Need to increase joint stability, improve accuracy of directed reach and facilitate movement toward high preference objects. (3, 5)

Duration of visual attending to discriminants should be increased. (4)

Observational Recording Summary - Object Manipulation

Student: 4

Age: 11-4

Date: September 8-17, 1982

Observations:

1. Uses weak, primitive, whole-hand grasp due to low muscle tone and joint instability.

2. Does not maintain eye contact with objects long enough for sustained attending and manipulation.

3. Is tactilely defensive and resists physical prompts to manipulate objects.

4. Attends best to instructional materials which provide multi-sensory feedback.

5. Uses only batting and throwing as means of acting on objects.

Implications/Considerations:

Positioning options which facilitate joint stability should be explored. (1)

Need to develop a greater variety of action schemes to manipulate objects. (1, 3, 5)

Specific, high-interest materials need to be identified. (3, 4)

Should be encouraged to attend visually to her own hands and to objects held in or placed close to her hands. (2)

Observational Recording Summary - Mobility

Student: 4

Age: 11-9

Date: September 10-28, 1982

Observations:

1. Demonstrates fluctuating muscle tone; has basically low tone with joint instability, frequent random movements of extremities and periodic instances of extensor thrust.

2. Uses a standard wheelchair with seatbealt, chest restraint, ankle straps and lap tray.

3. Tends to catch fingers in spokes of wheelchair; does not actively assist with pushing wheelchair.

4. When positioned out of wheelchair, does not attempt to locomote from one place to another and resists prompts to do so.

Implications/Considerations:

Appropriate motivating situations to encourage spontaneous movement when out of wheelchair must be determined. (4)

Different means of mobility and alternative positioning options for times when S is out of wheelchair, should be explored. (1, 2, 4)

Needs to increase joint stability and decrease random movements. (1, 3, 4)

Tendency to catch fingers in spokes of wheelchair is a safety factor to be considered. (3)

SECTION B

Use of Teacher Made Skill Checklists

A Note: In preparing these assessment checklists, natural skill sequences were delineated. However, the skills sequences provided have been modified/adapted for a lower functioning, multiply-handicapped population. Should additional skill sequences be needed, there are a number of good sources available commercially or in other forms. A listing of sources is included in the appendix.

Using the Checklists

The checklists have a consistent format whenever possible; scoring has been simplified to insure the collection of usable information. Directions for using these checklists follow.

Step 1. Fill in student name, date, environment and rater.

Step 2. Score a "+" for independent if the student initiates the action and completes the step independently. Score a "-" if student does not complete the step.

Step 3. For items scored "-", complete the student performance section.

Step 4. If adaptations of materials, instructional strategy or sequence are already occurring and/or needed, note this in the adaptations/discussion section.

Steps 1 and 2 are self-explanatory. A number of different scoring systems can be used to complete Step 3, the student performance section. Three systems are offered: 1) on-going narrative/anecdotal data collection; 2) student participation scale; and 3) intervention-to-performance scale. It is expected that teachers will use the scale(s) most appropriate to the characteristics of each student and/or adapt their own.

1. On-Going Narrative/Anecdotal Data Collection

DEFINITION: On-Going Narrative/Anecdotal Data Collection is teacher notations describing everything the student does in the context of an activity.

The following is a partial list of factors influencing performance and will provide information which will assist in program development.

Positioning: How is the student positioned? Are there other alternatives, special considerations?

Attending: Does the student attend? To what? Is s/he genuinely interested?

Attention Span: How long did s/he remain interested?

Comprehension of Task: Did the student understand the situation and expectations?

Communication: Did the student communicate needs/desires, interest/disinterest? How?

Interfering/Incompatible Behaviors: Did the student exhibit behaviors inappropriate to the activity?

Learning Style: What type of stimuli did the student respond to?

Speed/Accuracy: How quickly was the task completed? How accurately?

Interventions Used: Did you intervene? How did it work?

Distractions: Were there distractions (people, objects, activities) in the space?

Motor Planning: Did the student act intentionally? Spontaneously?

Group Size: How many people (students and staff) were participating in the activity?

Object Manipulation: What did the student do with the materials?

2. Student Participation Scale

DEFINITION: The Student Participation Scale measures the level of active participation by the student.

Resists: Impedes in any way the teacher's completing the task, e.g., pulling away. May include problems due to spasticity/rigidity if noted as such.

Allows: Totally passive in relation to task while teacher completes.

Cooperates: Will allow teacher to move arms/body through task. Establishes eye contact with task.

Participates: Begins to work through task, but needs maximum cueing, prompting or physical help.

Semi-independent: Completes task by self, but needs verbal cueing or prompting.

Independent: Completes task by self.

3. Intervention-to-Performance Scale

DEFINITION: The Intervention-to-Performance Scale describes increasingly greater levels of student dependence on teacher intervention for successful completion of a task.

Independent: Completes task by self in response to contextual cues of the situation.

Semi-independent: Completes task by self in response to verbal cue.

Verbal Prompt: Completes task in response to verbal description of required response.

Model: Requires actual demonstration by teacher of desired motoric response (usually verbal prompt is paired with model).

Physical Prompt: Student requires partial physical facilitation to initiate the response, e.g., stabilizing the shoulder so the student can reach for an object, holding the student's head steady so s/he looks at task materials, etc.

Prime: Student requires complete physical assistance to respond: teacher moves the student through the entire correct response.

Step 4 is completed by listing any current or proposed adaptations* of sequence or materials, as well as noting any special considerations or programming decisions specific to the student or situation.

*Definition can be found in Appendix A.

SECTION C

Example Teacher Made Skill Checklists

Having completed the initial observational recording summaries, the next step in curriculum development is assessment of skills within the structure of the domain strategy. While "A Longitudinal Listing of Chronological Age-Appropriate and Functional Activities for School Aged Moderately and Severely Handicapped Students" (MMSD 1980) provides a complete listing of skills within the domains to be taught at the elementary level, it is not necessarily appropriate to assess and teach all of these skills at the same time.

The identification of critical skill areas to be assessed from this complete listing of age-appropriate and functional activities involves careful consideration of observational information already gathered about an individual student's communication, mobility and object manipulation skills. Knowledge of skill strengths and deficits in these areas will help to identify those activities which are priorities for assessment.

For example, when determining skills to be assessed for student 1 within the Domestic Domain and under the heading of Dressing, the following were identified as skills to be assessed:

1. Identify clothing articles.
2. Remove clothing articles appropriate to the situation (only hat, gloves, coat and shirt).
5. Develop/practice use of fasteners (only zipper, snap--undo only).

The other skills listed were not identified as priorities for assessment based upon information gathered during initial observations. For example:

2. Remove clothing articles appropriate to the situation (all others).
3. Put on clothing in correct sequence.
4. Put clothing on correctly.
6. Develop skills for footwear (shoe-tying, lacing, buckling).
7. Choose clothing appropriate to the situation, weather activity.
8. Start to choose clothing that matches and/or "goes together."

Specifically, the student's restrictive positioning in her wheelchair, poor muscle tone, lack of controlled fine motor responses and lack of a systematic communication system indicate that assessment of the skills listed would be inappropriate.

It is acknowledged that the assessment of those skills not currently being addressed may be appropriate in the future, as the student masters the skills already identified as being a priority. Decisions regarding those skills which are appropriate for assessment are not based upon a preconceived notion of "prerequisite skills." Rather the unique needs and

characteristics of the individual student, the informed knowledge of what skills are within a student's capabilities and projections of anticipated active participation are considered.

1. Domestic Skills Assessment

At the elementary level, emphasis is on the development of self help skills. The skill checklists in this section assess coats off/ morning routine, grooming, toileting, feeding and snack preparation.

Scoring is completed using the strategies provided in the discussion, "Use of Teacher Made Skill Checklists."

SNACK PREPARATION CHECKLIST

Student: 4

Environment: Classroom/Snack Preparation

Rater: Weaver

Date: October 20, 1982

Skill Sequence	Independent	Student Performance-Describe by #	Adaptations: Actual/Proposed/Discussion
TOASTER: Situation: Used in context of making toast, pop-tarts, frozen waffles, etc.		1. Uses gross palmar grasp; only able to pick up small, firm objects. 2. Does not have consistent and and accurate reach. 3. Lacks strength to press button on toaster. 4. Removes hand, but does so to withdraw from holding hand on button-not purposeful removal. 5. Does not attend to food popping up from toaster. 6. Lacks find motor control needed for accurate grasp and release.	1. Joint instability and weak grasp make this step difficult and unrealistic. Develop eye pointing or touch response to indicate food to be tasted. 2. Provide stability at shoulder and elbow and hand-over-hand assistance to hold food. 3. Encourage maintained hand contact with button; provide physical prompts to press. 5. Develop awareness of food popping up from toaster; safety factors make independent removal of food unrealistic. 6. Develop eye pointing response to indicate food to be placed on plate
1. Pick up bread (or other food)	-		
2. Insert in toaster	-		
3. Press button	-		
4. Remove hand - wait	+		
5. Remove food from toaster or ask adult for help	-		
6. Place food on plate	-		
BLENDER: Situation: standard blender used for making milkshakes and similar snacks		1. Unable to grasp and remove cover due to lack of motoric control. 2. See 1. 3. Lacks necessary fine motor skills (grasp and wrist rotation). 4. Lack of joint stability, poor grasp and inaccuracy of directed reach interfere with accurate placement of blender cover. 5. Press color-coded portion of "rocker panel" on/off switch with whole hand.	1. Place cover loosely on blender; stabilize S's elbow and shoulder to allow her to knock top off. 2. Allow S to use touch response or eye pointing to select which food to use first. 3. Provide hand-over-hand physical assistance to insert food; encourage visual tracking of movement 4. Have S select blender cover in 2 choice discrimination. 5. Adaptation (on/off switch box) has been included in sequence.
1. Remove cover from blender	-		
2. Open container(s) of food	-		
3. Insert food(s)	-		
4. Replace top	-		
5. Turn on blender (press button or adpated switch)	+		

Skill Sequence	Independent	Student Performance-Describe by #	Adaptations: Actual/Proposed/Discussion
BLENDER (con't):			
6. Turn off when done	-	6. S enjoys watching blender; not motivated to stop activity.	6. Done by teacher.
7. Remove cover	-	7. See 1.	7. See 1.
8. Pour contents out	-	8. Weak grasp, joint instability and poor two-hand coordination interfere with ability to pour liquids from one container to another.	8. Develop visual tracking of vertical movement of contents from blender to cup.

SNACK PREPARATION CHECKLIST

Student: 3

Environment: Classroom/Snack Table

Rater: Weaver

Date: November 1, 1982

Skill Sequence	Independent	Student Performance-Describe by #	Adaptations: Actual/Proposed/Discussio
HAND HELD ELECTRIC MIXER: Situation: Used in context of cooking activity to mix pudding, batter, etc. Bowl is stationary (does not require holding by student).		1. Holds mixer with right hand. 2. Attempts, but lacks strength to lift and hold mixer independently with one hand. 3. Maintains grasp on mixer. 4. Presses color-coded portion of "rocker-panel" of on/off switch box. 5. Attempts, but weight of mixer and vibration make it difficult for S to hold mixer stady. 6. Indicates awareness when teacher turns off mixer, but does not do so independently. 7. Releases hold on mixer; may attempt to grab at beaters.	2. Hand-over-hand physical assistance to lift mixer and position bowl. 4. Adaptation (use of switch box) has been made in task sequence. 5. Provide hand-over-hand physical assistance to maintain mixer in proper position. 6. Develop consistent response to teacher cue to "stop" mixer. 7. Physically prompt to position mixer appropriately on table.
1. Grasp mixer handle	+		
2. Place beaters in bowl	-		
3. Hold mixer, with control, upright in bowl (mixer off)	+		
4. Turn mixer on/indicate to peer to turn on	+		
5. Hold mixer, with control upright in bowl (mixer on)	-		
6. Turn mixer off/indicate to peer to turn off	-		
7. Place mixer on table, beaters over bowl	-		

SNACK PREPARATION CHECKLIST

Student: 2

Environment: Classroom/Snack Table

Rater: Hansen

Date: September 10, 1982

Skill Sequence	Independent	Student Performance-Describe by #	Adaptations: Actual/Proposed/Discussion
MIXING SPOON: Situation: Used to stir batter, pudding, etc. in bowl or juice in pitcher		1. S takes spoon and attempts to to bring to mouth. 2. Will attempt to get food to taste. 3. Needs hand/hand to hold bowl. 4. Will attempt, usually back and forth. 5. Removes spoon to bring to mouth.	1. Provide distinctly different mixing spoon, e.g., large, wooden; have student choose between the two. 2. Do not allow S to taste. 3. Same, decrease intervention as appropriate. 4. Continue to encourage. 5, 6. Use bucket to transport material to sink. Build in routine of "done" and "in bucket."
1. Discriminate mixing spoon from eating spoon and take	-		
2. Place spoon in container	+		
3. Grasp container	-		
4. Move spoon in stirring motion	-		
5. Remove spoon from container when done	-		
6. Place spoon in sink	-		
PITCHER: Situation: Used in context of an activity to pour own beverage, 1 qt. size with or without lid (indicate which)			*No lid on pitcher.
1. Locate pitcher and glass	+		
2. Grasp pitcher	+		

Skill Sequence	Independent	Student Performance-Describe by #	Adaptations: Actual/Proposed/Discussion
PITCHER (con't):			
3. Grasp glass	+	6. Student stops as soon as there is some liquid in glass. Attempts to drink immediately.	6. Provide assistance to pour "more" into glass.
4. Lift pitcher off table	+		
5. Pour liquid into glass	+	7. Occasionally drops in effort to obtain liquid in glass. Does not always attend to task.	Have student pour for classmates. Use distinctly different glasses for each peer; allow student to drink only from own cup (throughout day).
6. Stop pouring when glass is full	-		
7. Return pitcher to table	+		

FEEDING SKILLS CHECKLIST

HANDEDNESS: R/L

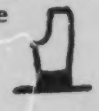
Student: 1

DIET: Solid

Environment: School Lunchroom, Classroom

Rater: Hansen

Date: September 3, 1982

Skill Sequence	Independent	Student Performance-Describe by #	Adaptations: Actual/Proposed/Discussion
CUP/GLASS:		1. Student independently initiates grasp. 2. Inconsistent, grasp is poor, frequently drops. 3. Some running over.	Uses cut-out, tall tupperware tumbler with base 
1. Grasps	+		
2. Brings to mouth	-		
3. Sips/Drinks	+		
4. Swallows	+		
5. Returns glass to table	-		
6. Repeats	+		
SPOON:		1. Knows spoon and will actively grasp. 2. Does not consistently scoop. Motion is gross in nature and inaccurate. 3. Wrist rotation causes food loss. 4. Uses lips and teeth. 7. Will drop spoon or drop arm (with spoon) to table, random.	Use adapted spoon, built up handle, with small bowl, , long handle to prevent hand from slipping down toward bowl. Uses scoop plate on dycem mat.
1. Grasps	+		
2. Scoops	-		
3. Brings to mouth	-		
4. Removes food from spoon	+		
5. Chews	+		
6. Swallows	+		
7. Returns spoon to plate	-		
8. Repeats	+		
FINGER FOODS:		1. Uses gross palmar. Beginning to initiate pincer-inconsistent-will revert to palmar grasp if unsuccessful.	1. Provide physical assistance to establist pincer grasp as needed. Once established, remove assistnace, intervene only if necessary. Repeat as needed.
1. Grasps - palmar	+		
- pincer	-		
2. Brings to mouth	+		
3. Places in mouth	+		
4. Chews	+		
5. Swallows	+		
6. Repeats	+		

TOILETING ASSESSMENT CHECKLIST

Student: 2

Environment: Adapted Bathroom/School

Rater: Hansen

Date: August 30, 1982

Skill Sequence	Independent
1. Indicates need to go/ awareness of being wet	-
2. Locomotes to bathroom	+
3. Finds toilet	+
4. Removes pants	-
5. Positions self on toilet	+
6. Voids	-
7. Stands up or indicates "done"	+
8. Wipes self	NA
9. Puts on pants	-
10. Goes to sink	+
11. Washes hands (see Handwashing Assessment)	-
12. Locates bathroom door	+
13. Returns to classroom	+

Student Performance-Describe by #

1. Does not appear to know when he is wet, though S does hold urine.
3. Inconsistent.
4. Will initiate, but does not complete.
5. Stands in front, holds seat.
6. Inconsistent, can do.
7. Turns away from toilet.
9. Inconsistently initiates.
11. See handwashing checklist.

Adaptations: Actual/Proposed/Discussion

1. Provide picutre card of bathroom, use when going to bathroom as part of toileting program.
3. Use picture card, sign.
4. Prompt as needed.
6. Use warm water on penis, stand at toilet for adequate length of time.
9. Prompt or physical assist as needed.

Student is currently involved in a toilet regulating program during which he is taken to the bathroom every 45 minutes. Use this as an opportunity for multiple trials. Cue S into wet/dry, reinforce dry, going in toilet as appropriate to increase awareness. Continue to develop "routine."

GROOMING SKILLS CHECKLIST

Student: 2

Environment: Adapted Bathroom/School

Rater: Hansen

Date: September 9, 1982

Skill Sequence	Independent	Student Performance-Describe by #	Adaptations: Actual/Proposed/Discussion
HANDWASHING:			
1. Locate/move to sink	+	3. S turns water on independently but without awareness of temperature.	1, 2, 3, 4. Student is highly motivated by water.
2. Locate faucet	+	4. Self-stimulatory.	3. Look at issue of safety. Possibilities include: teaching to turn on only cold, teaching to ask adult to turn on water, using sink full of water.
3. Turn on water	+	5. Needs hand/hand assistance.	4, 6, 8. Provide directions to decrease self stimulation, increase on-task.
4. Get hands wet	+	6. Self-stimulatory.	5. Soap dispenser.
5. Find soap	-	7. Not applicable.	7. Not applicable.
6. Rub hands with soap	-	8. Self-stimulatory.	11. Provide instruction/intervention to increase appropriate use.
7. Replace soap	-	9. Needs hand-over-hand.	
8. Rinse hands	-	10. Needs model with verbal cue.	
9. Turn off water	-	11. Manipulates towel in self-stimulatory way.	
10. Find towel	-	12. Needs to be directed to wastebasket.	
11. Dry hands	-		
12. Throw away paper towel	-		

GROOMING SKILLS CHECKLIST

Student: 1

Environment: Adapted Bathroom/School

Rater: Hansen

Date: September 15, 1982

Skill Sequence	Independent	Student Performance-Describe by #	Adaptations: Actual/Proposed/Discussion
FACE WASHING:		1. S is unable to reach sink in wheelchair. 2. Takes washcloth, drops on floor. 3. S unable to reach sink. 4, 5, 6. S is resistive to face-washing. 7. Will drop on floor. 8. See 1. 9. Will pull off rack with verbal cue. 10. Resistive to towel on face. 11. See 10. 12. Can't do, drops on floor.	1, 3. Adapt sequence, use bucket with water on tray, wet cloth presented by T, Wet Ones. 4, 5, 6, 10, 11. Work with student prior to face washing/drying to desensitize--gradually increase tolerance. Note that you will not have success if she is not interested in the activity.
1. Turns on water	-		
2. Takes washcloth	-		
3. Wets washcloth	-		
4. Brings washcloth to face	-		
5. Draws washcloth across face	-		
6. Repeats #5	-		
7. Places washcloth in sink	-		
8. Turns off water	-		
9. Takes towel off rack	-		
10. Brings towel to face	-		
11. Dries face	-		
12. Hangs up towel	-		
HAIR BRUSHING:		1. Requires verbal cue and physical assist. 2. When facilitated at elbow and wrist, S will bring brush to head. 3. S uses gravity to assist her to draw brush through hair. Does try to do this and appears to enjoy. 4. With assistance. 5. Will drop brush.	Uses adapted hair brush--velcro strap to hold on hand, plastic, widely spaced bristles, light weight. Explore ways to provide support to elbow independent of teacher intervention, i.e., strap, sling, block.
1. Takes hair brush	-		
2. Brings up to head	-		
3. Draws brush down through hair	-		
4. Repeats #2 and #3	-		
5. Places brush on table	-		

GROOMING SKILLS CHECKLIST

Student: 3

Environment: Adapted bathroom/school

Rater: Weaver

Date: September 20, 1982

Skill Sequence	Independent	Student Performance-Describe by #	Adaptations: Actual/Proposed/Discussion
TOOTHBRUSHING:			
1. Find toothbrush and cup	+	1. Does not have verbal labels for toothbrush and cup.	1. Provide materials for S.
2. Turn on water	-	2. Can turn faucet if hand is pre-positioned.	2. Needs gestures and prompts to locate faucet and correct way of operating faucet.
3. Fill cup with water	-	3. Can hold cup under water.	3. Physically prompt to hold cup in proper location; indicate to S when cup is full.
4. Turn off water	-	4. See 2.	4. See 2.
5. Set cup down	-	5. Sets cup on side.	5. Physically prompt setting cup down appropriately.
6. Find toothpaste	-	6. See 1 (for "toothpaste").	6. See 1.
7. Pick up toothpaste	-	8. Touches cap, but lacks two-hand coordination needed.	8. Physically assist holding tube so S can remove cap.
8. Remove cap	-	9. Holds tube, but does not have adequate strength to squeeze.	11. Gesturally prompt to continue brushing.
9. Squeeze toothpaste onto toothbrush	-	11. Performs actions, but stops after several repetitions.	14. See 5.
10. Put brush in mouth	+	14. See 5.	15. See 2.
11. Brush teeth	+	15. See 2.	16. Model and physically prompt if needed.
12. Remove brush from mouth	+	16. Puts brush under water, but inconsistently.	17. Gesture and physically prompt as necessary.
13. Take drink--swallow or spit	+	17. Releases brush independently; does not always place in cup.	18. See 4.
14. Put cup down	-	18. See 4.	
15. Turn on water	-		
16. Rinse toothbrush	-		
17. Put toothbrush in cup	-		
18. Turn off water	-		

MORNING ROUTINE CHECKLIST

Student: 1

Environment: School, Hall, Lockers

Rater: Hansen

Date: September 7, 1982

Skill Sequence	Independent	Student Performance-Describe by #	Adaptations: Actual/Proposed/Discussion
HALL:		1. Student is in wheelchair, dependent on adult or peer to push chair.	2. Develop way for S to indicate which locker is hers
1. Walks down hall	-	2. Is pushed to locker.	
2. Locates locker	-		
LOCKER:		*NOTE* S's low tone and restrictive positioning in wheelchair limits her ability to actively participate in coat removal (5, 6, 7)	1, 3, 8. Facilitate as needed.
1. Removes mittens/gloves	-		2, 4, 9. Position closer to locker.
2. Places in locker	-		
3. Removes hat/hood	-		5. Provide opportunity to do zipper, adapted zipper pull.
4. Places in locker	-		
5. Unfastens coat	-	1, 3, 8. When assisted to establish grasp of clothing items, S will attempt to pull off. Does not necessarily reestablish grasp if she loses it.	6, 7. Not realistic given physical and restrictive positioning
zipper	-		
snaps	-		
buttons	-		
6. Removes 1st sleeve (R/L)	-	2, 4, 9. Will grasp clothing and and drop off tray, not intentionally to locker	10, 11. Not independently mobile, provide way of indicating locker.
7. Brings coat around back	-		
8. Removes 2nd sleeve	-		
9. Places in locker	-	5. No opportunity.	
10. Walks to classroom	-	10, 11. In wheelchair, dependent.	
11. Enters classroom	-		
ROOM:			
1. Locates name cards	-	1. Is pushed to name cards.	1. Use communication board.
2. Identifies and takes own name card	+		
3. Places in "school" slot	-	3. Will drop off tray onto floor. Occasionally attempts to place in slot.	3. Facilitate as needed.

2. Recreation/Leisure Skills Assessment

Because recreation/leisure skills depend upon the interest and skills of the student and his/her family, the format of this assessment tool is open-ended and flexible, allowing documentation of a variety of situations/environments.

Factors to be considered in assessment of recreation/leisure skills include:

Level of Independence: Does the student participate in the activity independently or need assistance?

Reciprocity: Is the activity done alone or is it designed for a group of people? Who would play?

Age Appropriate: Is the activity chronologically age appropriate?

Interest to Student: Is the student interested in the activity?

Longitudinal: Could s/he continue to participate in the activity as s/he becomes older? Or could the actions (initiations and/or responses) be applied to a variety of activities?

After describing the student's current level of performance, demonstrate appropriate object use to the student and record his/her response; record decisions regarding feasibility of instruction and suggest adaptations of materials and/or sequence which may be needed.

RECREATION/LEISURE ASSESSMENT

Student: 1

Environment: School, Classroom

Rater: Hansen

Date: November 4, 1982

OBJECT AND/OR ACTIVITY	STUDENT USE OF OBJECT	RESPONSE TO TEACHER MODEL	DECISIONS REGARDING APPROPRIATENESS INSTRUCTION AND ADAPTATIONS NEEDED
Big Mouth Singers: Independent	S grabs at people's heads, actively explores with fingers, randomly hits keys with fingers or hand.	S shows increased interest in playing keys to produce sound.	Toy must be provided by T and turned on. However, high interest to student may motivate her to use communication board (picture card) to obtain the object. S has shown interest in piano in music class so potential for generalization to more age appropriate materials. S has motoric ability and cognitive skills to operate toy independently. Should teach to use, also develop communication component.
Sonic fazer gun with adapted push panel switch: Independent	S randomly pushes switch to activate. S responds with smile to sound.	S does not push panel with any more purposefulness following model. S tolerates prompt to activate.	S does not demonstrate understanding causality in relation to using push panel. S does appear to enjoy toy when it is activated. Continue to explore switch use.

RECREATION/LEISURE ASSESSMENT

Student: 1

Environment: School, Classroom

Rater: Hansen

Date: November 5, 1982

OBJECT AND/OR ACTIVITY	STUDENT USE OF OBJECT	RESPONSE TO TEACHER MODEL	DECISIONS REGARDING APPROPRIATENESS INSTRUCTION AND ADAPTATIONS NEEDED
Toy Car: Independent	S explores car with hands, drops on floor. S does not appear to know right side up (to put car on wheels).	S watches car go down ramp, but does not attempt to do.	Potential as teaching tool for tracking. However, lack of interest and awareness of how toy is used suggests that it is not a high priority for instruction.
Bowling: Reciprocal Play	S actively reaches for bowling ball, pushes down ramp. S watches ball roll. S smiles at sound of pin. S watches turn of peer. S responds to sound of peer's turn (pins).	No model needed.	Activity is interesting to student. Interest is maintained while peer is is taking turn. Activity is one which student can use in future. Should continue to teach.

RECREATION/LEISURE ASSESSMENT

Student: 4

Environment: School Gymnasium

Rater: Weaver

Date: March 4, 1983

OBJECT AND/OR ACTIVITY	STUDENT USE OF OBJECT	RESPONSE TO TEACHER MODEL	DECISIONS REGARDING APPROPRIATENESS INSTRUCTION AND ADAPTATIONS NEEDED
Wheelchair Basketball Game (All School Program): Spectator	S visually attends to activity; accurate visual tracking. S appears to enjoy activity, as indicated by smiling and laughing.	Periodic gestural cues (pointing) at start of activity needed to establish eye contact with activity rather than with audience.	Activity is of interest to S. S is able to participate with age peers without any special adaptations. Only assistance necessary was in getting to and from the activity. Should continue to program for spectator activities.

3. Vocational Skills Assessment

A longitudinal curriculum includes the Vocational Domain as an important component. At the elementary level, vocational skills are considered in the context of "jobs" which exist within the elementary school building. Teaching responsibility, increasing time on-task and developing language concepts and motor skills which occur during routine work tasks are emphasized in vocational programming at this level. The chronological age of the students is a primary factor considered in selection of appropriate vocational tasks. Table washing, office work, laundry and lunch count are offered as examples of vocational skill checklists.

Scoring is completed using the strategies provided in the discussion "Use of Teacher Made Skill Checklists."

VOCATIONAL SKILLS CHECKLIST - LUNCH CHART

Student: 2 (C.A. = 9-3)

Environment: classroom, hall, office

Rater: Hansen

Date: January 11, 1983

Skill Sequence	Independent	Student Performance-Describe by #	Adaptations: Actual/Proposed/Discussion
LUNCH COUNT: Situation: Lunch Chart has been completed by T and is placed on the corner of the teacher's desk.		1. S requires verbal cue to initi- walking and presence of teacher at desk to go to the desk. 2. S takes chart only after being given a verbal cue and shown where it is. 3. Student requires redirection from staff to get to the office. 4. Student inconsistently places chart on counter, does not re- lease chart without verbal cue. 5. Walks independently.	1. Student learning style suggests that if this were to become part of a routine and always be done at a specific time, he would not need additional cues. 3. Possibly pair picture of secretary with lunch chart.
1. Walk to T desk	-		
2. Locate and take lunch chart	-		
3. Walk to office	-		
4. Place lunch chart on counter	-		
5. Return to classroom	+		

VOCATIONAL SKILLS CHECKLIST - OPERATING THREE-HOLE PAPER PUNCH

Student: 3 (C.A. = 11-7)

Environment: Classroom--work table

Rater: Weaver

Date: February 1, 1983

Skill Sequence	Independent	Student Performance-Describe by #	Adaptations: Actual/Proposed/Discussion
THREE-HOLE PAPER PUNCH: Situation: Pile of papers to be punched is positioned next to punch on table. Container for finished papers is located on table.		1. Does not identify materials when given verbal labels, but will pick them up when presented. 2. Inconsistently attempts to pick up papers, but unable to maintain grasp. 3. Tends to grab and crumple papers. 4. Has difficulty using both hands simultaneously to align papers. 5. Places hand on punch and pushes down, but usually without enough strength to punch holes through all pages. 7. Throws papers onto floor.	1. Teacher obtains materials. 2. Physical prompts provided as needed to pick up papers. 3. Have S hand papers to teacher; adult straighten papers. 4. Provide hand-over-hand assistance to line up papers (as necessary). 5. Teach use of two hands for pressing down, to provide additional strength; provide verbal cue "push." 7. Gesture and model appropriate placement of papers in "done" box.
1. Obtain papers, punch	-		
2. Pick up several papers	-		
3. Straighten papers, edges even, place papers evenly in punch	-		
4. Line up sides and top edge	-		
5. Press down while holding papers steady	+		
6. Remove papers	+		
7. Place papers in designated location	-		

VOCATIONAL SKILLS CHECKLIST - STAPLING

Student: 3 (C.A. = 11-7)

Environment: Classroom - work table

Rater: Weaver

Date: January 28, 1983

Skill Sequence	Independent	Student Performance-Describe by #	Adaptations: Actual/Proposed/Discussion
STAPLING: Situation: Papers to be stapled have already been collated by the instructor. A container for finished papers is designated.		1. Does not identify objects when given verbal labels, but will pick them up when presented. 2. Tends to grab and crumple papers 3. Requires hand-over-hand physical assistance to position papers appropriately. 4. Places hand on stapler, but lacks strength needed to complete stapling. Removes hand from stapler independently. 5. Grabs papers; throws off table.	1. T obtains materials. 2. Have S hand papers to teacher to straighten. 3. Provide frame to line up papers appropriately. 4. "Correct" end of stapler is color-coded. Teach use of two hands to press down. 5. Gesture and model necessary to indicate placement of completed papers in "done" box.
1. Obtain stapler, papers	-		
2. Straighten papers, edges even	-		
3. Place one corner of papers under stapler	-		
4. Press stapler down firmly	-		
5. Remove papers; place in designated location	-		

VOCATIONAL SKILLS CHECKLIST - WASHING TABLE

Student: 2 (C.A. = 9-3)

Environment: School: Art Room

Rater: Hansen

Date: Jaunary 18, 1983

Skill Sequence	Independent	Student Performance-Describe by #	Adaptations: Actual/Proposed/Discussio
WASHING TABLES:			Provide adaptation of sequence:
1. Locate bucket, sponge/ cloth	-	1. S will take bucket given by T.	1. Bucket with sponge in classroom. S carries to art room (associate materials with job and job location.
2. Fill bucket with water	-	2. Student self-stimulates on water.	2. Have S give to adult (communicativ interaction) adult would fill.
3. Locate soap, grasp	-	3/4-Not applicable.	3/4--Adaptation: use cleanser.
4. Add soap to water (or use cleanser, see below)	-	5. Student does, will spill if too full, needs occasional redirection to table.	5. Keep sponge in bucket.
5. Grasp bucket, sponge, walk to table	+	6. Student attempts to lift bucket.	6. Adjust amont of water so not too heavy.
6. Place bucket on table	-	7. Not applicable. See 5 adaptation	8. Have cleanser in consistent place, increase contrast to other items.
7. Place sponge in bucket	-	8. Student will take when given by T, does not identify.	10. Provide instruction.
8. Locate and grasp cleanser	-	10. S requires hand over hand to do.	11. Assist to grasp. Use brightly colored sponge for identification, smaller size for ease of grabbing.
9. Walk to table	+	11. S reaches in bucket, self-stimulates on water.	12. Use smaller sponge that absorbs less water.
10. Sprinkle/shake cleanser on table, put container down	-	12. S cannot do.	13. Provide assistance as needed.
11. Grasp sponge in bucket	-	13. S needs assistance.	14. See above.
12. Wring out sponge	-	14. See above.	15. Fade model.
13. Wash table (if using cleanser wash all areas with cleanser)	-	15. S will do with model.	17. Have S put in bucket.
14. Repeat #7, 10, 11, 12, 13 as needed	-	16. S carries independently, needs direction to sink, assist to empty.	18. Adapt sequence, have carry to room.
15. Place sponge in bucket	-	17. S can not do.	
16. Carry bucket to sink, empty	-	18. S cannot do.	
17. Rinse out sponge	-		
18. Put away sponge, bucket, cleanser	-		

VOCATIONAL SKILLS CHECKLIST - DITTOING

Student: 2 (C.A. = 9-3)

Environment: School: Teacher work area/office

Rater: Hansen

Date: _____

Skill Sequence	Independent	Student Performance-Describe by #	Adaptations: Actual/Proposed/Discussion
DITTOING: Situation: using ditto machine. Dittos are placed on and removed from machine by office staff. Appropriate amount of paper is also put in machine.		1. S will take folder if handed to by I. 3. NA--is with classroom teacher. 4. S carries folder, but does not know where ditto machine is.	1. Provide box where folder is always kept or use tray. 4. Put picture of ditto machine on folder/tray. Verbally cue student student into picture-matching to machine.
1. Take folder with dittos from work table in room	-	5. S needs verbal cue and model to attend to staff, will not spontaneously release grasp.	7. Provide novel stimuli to switch (color) to cue student into location.
2. Carry into office	+		
3. Indicate to office staff that you have dittos	-	6. S stands at counter.	11. Use tray.
4. Carry folder to ditto machine	-	7. S will hold lever down once he is shown how.	
5. Give folder to office staff	-		
6. Wait appropriately while machine is made ready	+	9. S does not attend to when paper is out.	
7. Turn machine on	-		
8. Watch paper feed	+	10. S needs physical assist to take papers. Frequently grabs when taking.	
9. Stop machine when all the paper is used	-		
10. Take completed sheets from machine	-	11. S has difficulty openning folder.	
11. Place completed sheets in folder	-		
12. Repeat #6, 7, 8, 9, 10, 11 as needed	-		

Skill Sequence	Independent	Student Performance-Describe by #	Adaptations: Actual/Proposed/Discussion
DITTOING (cont):			
13. Indicate to office staff that you are done	NA	14. S carries folder, inconsistently returns to room.	14. Provide picture of room.
14. Return to room (carry folder)	+	15. S needs direction to table.	
15. Place folder on work table	-		

VOCATIONAL SKILLS CHECKLIST - LAUNDRY (WASHER)

Student: 4 (C.A. - 11-9)

Environment: Laundry Area-School

Rater: Weaver

Date: _____

Skill Sequence	Independent	Student Performance-Describe by #	Adaptations: Actual/Proposed/Discussion
WASHING CLOTHES: Situation: Laundry has been pre-sorted; machine has been set to correct temperatures and water levels.		1. Not independently mobile. 2. Cannot reach and open from wheelchair. 4. Either throws clothes on floor or randomly places in machine without looking. 5. Lack of joint stability and fine motor control interferes with independent performance. 6. Cannot reach button. 7. Cannot reach into washer.	1. T pushes wheelchair. 2. Position S in supported standing; physical prompts to assist with lifting door open. 3. Pre-measure detergent; prompt S to put detergent in washer. 4. Hand items to S one at a time; let S use lateral arm movement to push items into machine. 5. Provide hand-over-hand physical assistance. 6. T presses button. 7. T removes items from washer; hand to S one at a time and prime to drop into laundry basket.
1. Locate/locomote to washer	-		
2. Open door	-		
3. Put in correct amount of detergent	-		
4. Put in clothes	-		
5. Close door	-		
6. Activate button(s) to start wash cycle	-		
7. Remove clothes when cycle is complete	-		

VOCATIONAL SKILLS CHECKLIST - LAUNDRY (DRYER)

Student: 3 (C.A. = 11-6)

Environment: Laundry Area-School

Rater: Weaver

Date: _____

Skill Sequence	Independent	Student Performance-Describe by #	Adaptations: Actual/Proposed/Discussion
DRYING CLOTHES: Situation: Temperature control has been preset.		1. Pushes wheelchair to laundry area. 2. Door too heavy to open. 3. Tends to throw clothes on floor. 5. Cannot reach on/off button. 6. See 2. 7. See 3. 8. Lack of coordinated use of both hands interferes with ability to fold clothes.	1. T stands at dryer to indicate proper destination. 2. S sits on small chair in front of dryer. T opens door partway; S independently pushes open. 3. Model placement of clothes in dryer. 5. Try various adaptations of equipment and positioning. 6. See 2. 7. See 3. 8. Teach S to hand items to adult on verbal cue "Give me _____" and ask T to fold. 9. Physically prompt; fade prompts as appropriate.
1. Locate/locomote to dryer	+		
2. Open door of dryer	-		
3. Insert clothes	-		
4. Close door securely	+		
5. Activate control(s) to start dryer	-		
6. Open door when cycle is complete	-		
7. Remove clothes; place in basket	-		
8. Fold clothes/ask for adult assistance to fold clothes	-		
9. Place clothes in proper drawers, closets, etc.	-		

4. Community Skills Assessment

When assessing community functioning, it is important to address those skills which transcend all community environments, e.g., mobility, attending and behavior as well as those skills specific to a community environment and/or a specific activity within an environment.

Instructional needs in the areas of mobility, attending and behavior which occur in a variety of environments are delineated in a student's IEP as long term goals. The unique environmental factors of a specific community setting will influence the generation of more detailed, short-term objectives. Instructional implementation occurs in the context of specific environments incorporating both long-term goals and short-term objectives.

COMMUNITY ASSESSMENT

Environment: _____

Student: _____

Date: _____

Rater: _____

BEHAVIORAL CONSIDERATIONS	STUDENT PERFORMANCE	ADAPTATIONS: Actual/ Proposed/Discussion
Presence of self-stimulating behaviors (situation, type, frequency, antecedents, etc.)		
Community reaction - what are others in the community noticing/aware of?		
Qualitative behavioral change in response to environmental stimuli		
MOBILITY SKILLS Ambulatory/wheelchair independent/wheelchair dependent		
Maneuvers around objects/ people		
Speed of movement		
Endurance		
Strategies for overcoming "barriers" (doors, steps, ramps, corners, aisles, standing fixtures, obstacles)		
Purposefulness/directedness of travel		
AUDITORY AND VISUAL ATTENDING Preferences for specific objects/people/color, sound, etc.		
Tracking/following with gaze activities occurring within visual field		
Purposeful scanning of environment		
Accurate localization of sound		

5. Initial Communicative Intent Checklist

The development of a communication system is a highly individualized process involving the cooperative efforts of the classroom staff, physical therapist, occupational therapist, speech and language clinician and family. Factors identified to be consistently good indicators of communicative intent are: facial expression; grabbing at desired items; gaze fixation; appropriate responses to attention; locomoting to desired items; use of vocalizations, gestures and/or behavior to gain attention; anticipation; active exploration and/or differentiated reactions to novel stimuli and use of problem-solving skills to obtain goals. These factors and skills which form the basis for development of a communication system are contained in the following checklist.

Communication programming emphasis moves from initial assessment strategies to incorporation of communication instruction into activities occurring throughout the day. Assessment procedures and strategies for developing specific communication systems are referenced in Appendix D.

Initial Communicative Intent Checklist

Student: 1 Rater: Hansen Date(s): _____

Indicate +/- for each item. As appropriate, describe action, situation, characteristics and/or contingencies for individual items in space provided. (Use item # for reference.)

1. Uses facial expresions to convey pleasure/displeasure:
   Eyes no Smile yes, both Frown yes
2. Grabs item(s) consistently spoon/food/ball/novel object
3. Fixes gaze on desired object yes, tho unable to track
4. Responds to attention:
   Positive yes Negative yes Lack of yes
5. Moves in space and/or adjusts body to be in closer proximity of desired object/people/activity will roll, wiggle on floor, turn face
6. Uses vocalizations to gain attention yes, cry, laugh
7. Uses gestures to gain attention no
8. Uses behavior to gain attention yes, dropping objects
9. Anticipates next step in sequence during routines
10. Differentiated reactions to novel stimuli yes, fright
11. Actively explores/manipulates new objects yes
12. Uses problem solving, specific to situation, to obtain goal occasionally
13. Uses routines to obtain goal yes
14. Uses adults for assistance in obtaining goal yes

Discussion

S is curious about her environment, as well as people within it, and ongoing activities.

S has questionable vision past arms' reach, difficulty tracking across mid-line; strabismus interferes with focusing on objects.

S will actively interact with objects.

S knows and differentiates pictures of ball, spoon (eat), cup (drink) and toothbrush.

IV. TRANSITION: ASSESSMENT TO GOALS AND OBJECTIVES

A. Identifying Needs and Prioritization to Delineate Goals

Interpretation of the information generated during the assessment procedure is subjective and dependent upon the sound professional decisions of teachers and support staff. Assuming that the assessment data is complete, accurate and interpreted appropriately, a list of skill strengths and deficits within each domain that reflect the skill areas requiring instructional intervention can be delineated.

The unique characteristics of each severely handicapped student and his/her family, as well as limited instructional time and resources necessitates prioritization of needs. The following factors should be considered when prioritizing individual educational needs.

1. INDEPENDENCE: Which skills will allow the student to be the most independent?

2. PARTICIPATION: If the student cannot be "independent," at what level might s/he be an active participant? Would adaptations of materials or sequence enchance participation?

3. FUNCTIONALITY: If the student is not taught this skill, will someone have to do it for/to him/her?

4. AGE APPROPRIATE: Is the skill one possessed and frequently used by chronological age peers?

5. LONGITUDINAL VALUE: Will the student be able to use and/or need this skill in two, five, ten years?

6. FREQUENCY OF OCCURRENCE: Does the student need to perform this skill multiple times each day or on a routine basis?

7. OPPORTUNITY FOR INSTRUCTION: Will instruction occur in "natural" environments, at home and in the community?

8. MOTIVATION TO STUDENT: Is this something the student is motivated to do? What are the naturally occurring consequences/reinforcers?

9. IMPORTANCE TO PARENTS: Is this a skill the parents perceive as being important?

The final hierarchy of needs reflects the considerations delineated above and results in the identification of those goals which will be incorporated into the student's Individualized Educational Program (IEP).

B. Delineating Instructional Objectives from General IEP Goals

The goals which appear in a student's IEP are general, long-term statements, in behavioral terminology, which describe the end to which instruction is directed. An example of a goal established for a severely handicapped student is: Student will, using a touch response, indicate desired or named discriminant from a choice of three with accuracy on three consecutive days.

While long-term goals provide staff and parents with a general understanding the direction of instruction, daily programming addresses specific short-term objectives which relate to individual steps in a skill sequence. Short-term instructional objectives provide the direction for daily programming. An example of an instructional objective derived from the above goal is: Student will remove from her communication board a desired or named discriminant from a choice of three with accuracy on three consecutive days.

It is advantageous to isolate objectives from skill sequences for the following reasons:

1. Isolation of specific objectives allows for and encourages success. Both students and staff are reinforced by small, consistent gains as progress is made, rather than being frustrated by unmet goals.

2. Because there is finite student response time, it is desirable to teach the student to perform those components of the skill sequence which s/he can do within a reasonable amount of time. There are those componennts of a skill sequence best done quickly and efficiently by staff, thus allowing the student to proceed with the components s/he has a greater probability of mastering.

3. Objectives should be incorporated into the natural progression of an activity. If every step in a skill sequence is an instructional objective, then intervention is constant, resulting in situations where reinforcers are not longer naturally occurring and "learned helplessness" as the student becomes dependent upon teacher intervention, rather than on situational cues.

4. Having identified specific steps within the skill sequence for instruction, the student should be allowed adequate time to respond to situational cues. If intervention is needed, it is provided along a continuum from directing the student's attention to the relevant situational cues to hand-over-hand priming through the step.

5. Data collection is less intensive when only specific components are being measured. Collecting data on every step in a sequence results in either an interruption of the flow of the activity or inaccurate recording of a large amount of data at the end of an activity.

6. Constant instruction is incompatible with spontaneous performance of skills.

STUDENT: 2

GOAL: S will complete morning routine with 90% accuracy 3 days in a row

ACTIVITY: Morning Routine

OBJECTIVE: S will complete designated components with 90% accuracy in response to naturally occuring cues (bell ringing)

SITUATION/MATERIALS	STUDENT RESONSE	CUES/CORRECTION	SCORING
Arrival at school. Student begins to room when morning bell rings.	1. S will stand and walk to locker. 2. S will carry school bag without dropping to locker. 3. S will grasp and initiate unzipping. 4. S will initiate removal of first sleeve. 5. S will independently remove second sleeve. 6. S will initiate placing coat in locker, move coat toward locker.	1. "Stand and go to your locker" (paired with sign "stand") 2. "No, you carry bag," facilitate S to pick up bag. 3. "Unzip your coat." 4. "Take your coat off." 5. "Hang your coat up."	(+) student does. v.c. verbal cue provided. M model. p.p. physical prompt. - total assistance. # number of correction if appropriate. R resistive. Time, if appropriate.

Steps	Date/Rater/Trials 3/2	3/9	3/28	3/30		
1. Go to locker	v.c. 5 min.	v.c. 5 min.	v.c. 5 min.	v.c. 5 min.		
2. Carry school bag	+	+	+	+		
3. Unzip coat	R	R	M	p.p.		
4. First sleeve	p.p.	p.p.	p.p.	p.p.		
5. Coat off, second sleeve	+	+	+	+		
6. Coat in locker	R	p.p.	+	M		

STUDENT: 1

GOAL: S will complete hairbrushing without teacher cues, given adapted materials.

ACTIVITY: Grooming-Hairbrushing

Objective: S will actively participate in hairbrushing and will complete the delineated components with 90% accuracy on three consecutive days

SITUATION/MATERIALS	DESIRED S RESPONSE	CUES/CORRECTION	SCORING
Arrival at school. After rest. Hairbrush with velcro strap. Grooming box. Mirror (stand up). Name card. *S is left handed.	1. Student takes own name card (paired with box) from choice of two. 2. S removes hairbrush from box. 3. S initiates bring the brush to her hair when supported at elbow. 4. S brings brush down through hair. 5. S puts brush in box when done.	1. If S does not attend, point to name cards to establish attending and provide verbal cue, "take your name card." 2. Provide verbal cue, "take your hairbrush," and/or show S the hairbursh. 3. Provide verbal cue, "brush hair," and/or physical prompt to wrist. 4. Same as above. 5. Provide verbal cue, "Put your brush in the box."	1. Verbal Cue. 2. Tapping to get attention, show object. 3. Physical assistance. Also indicate total number of strokes. *Indicate Number of highest intervention provided.

Steps	Date/Rater/Trials						
1. Name card	+ (R)	+ (R)	+ (L)	-(R)			
2. Take hair brush	2	2	1	1			
3. Brush to head	3	3	3	1			
4. Brush down through hair	1/5x	2x	1/3x	1/6x			
5. Brush in box	2	1	+	2			

STUDENT: 4

GOAL: S will complete meal preparation routine (use of blender) without adult intervention, given adapted equipment and pre-arranged material

ACTIVITY: Snack Preparation-Blender

OBJECTIVE: S will perform designated components of meal preparation routine without teacher intervention on 4/5 trials

SITUATION/MATERIALS	STUDENT RESPONSE	CUE/CORRECTION	SCORING
Standard blender used for making milkshakes and similar snacks. S seated in small class at table. Adapted switchbox is connected to blender.	1. Push cover off, given stabilization at shoulder. 2. Touch desired food. 3. Tolerate prompt to insert. 4. Activate button on switch box-open hand. 5. See 1. 6. Maintain eye contact while pouring.	For all steps--If S does not initiate an attempt at performing step within 10 sec., provide appropriate joint stabilization or other facilitory techniques. If necessary, provide total physical assistance.	+ independent pp physical prompt (facilitation/ stabilization) - total assistance R resists intervention

Steps	Date/Rater/Trials 1/15	2/10	2/28	3/10		
1. Take cover off	R	-	+	pp		
2. Select 1 food item	-	-	pp	+		
3. Insert food	R	R	-	-		
4. Activate blender	-	pp	+	+		
5. Remove cover (1)	-	-	pp	-		
6. Visually track pouring	pp	pp	+	pp		

MEALTIME PROGRAM/DATA SHEET

Probe #1 and #3 throughout meal.

STUDENT: 4 DATE: 4/29/83 DIET: Ground food, drinks water (no milk)

POSITION: Seated in wheelchair with lap tray EQUIPMENT: Regular spoon, Small Tupperware cup

OBJECTIVES	PROCEDURES	PROGRESS/COMMENTS
1. Improve lip closure on spoon.	A. Downward tongue pressure, remove spoon slowly. B. Manual lip closure (3-finger jaw control) if needed.	Trials 1 2 3 4 5 + + M + M + - independently keeps spoonful of food in mouth M - manual lip closure needed O - tongue thrust pushes food out, even if manual lip closure is provided
2. Decrease tongue thrust.	A. Tongue pressure as needed.	COMMENTS: Less pressure used on tongue as the meal progresses.
3. Maintain head upright and in midline during each bite.	A. Present cup/spoon 30° to either side of midline and at eye level-encourage S to move forward to cup/spoon.	Trials 1 2 3 4 5 + + V V + + - independently keeps head in correct position V - verbal cue to keep head up P - prime needed to keep head upright
		ADDITIONAL COMMENTS When spoon is placed in front of her mouth, she opens mouth spontaneously when ready to eat.

Student: 1

OBJECT/TOY USE

TOY: ACCEPTABLE ACTIONS	DATE/SITUATION	STUDENT RESPONSE	COMMENTS
BIG MOUTH SINGERS 1. Looking at 2. Touching individual keys 3. Touching more than one key.	5/20/83 LH Prone over cut out wedge. During unstructured free time.	5/20/83 Student initiated play would touch single keys play with heads. Frequently would push toy upside down causing it to run continuously.	5/20/83 Teacher provided intervention when toy was upside down, assisted to return upright. Played for 10 minutes.
4. Exploring heads of toy with fingers	5/23/83 LH In wheelchair during structured free time, toy presented on a piece of dycem to prevent sliding.	5/23/83 LH Student initiated play, more interest in the heads, attempted to turn over and/or drop off table.	5/23/83 Teacher praised appropriate actions (playing music) gave firm reprimand for dropping, made student pick it up. Changed toy after 8 mins. when student stopped using.
BOWLING 1. Pushing ball down ramp 2. Taking turns, watching peers. 3. Taking ball down ramp	5/18/83 LH Classroom, large group game time, in wheelchair using "toy bowling set," red playground ball and board ramp.	5/18/83 LH Student reached out for ball-initiating rolls 4/5 trials. Tracked inconsistently 2/5 trials. Student watched as peer to left took turn; did not watch others.	5/18/83 LH Student showed increased tracking when brightly colored ball with a bell was used.

Student: 3

OBJECT/TOY USE

TOY: ACCEPTABLE ACTIONS	DATE/SITUATION	STUDENT RESPONSE	COMMENTS
SLIDE PROJECTOR 1. Looking at projector 2. Looking at switch 3. Pressing/activating switch 4. Looking at screen/ pictures	5/15/83 JW Sitting in corner chair. Pictures projected on wall at eye level. Slides of self and classmates mixed with slides of nature.	5/15/83 S picked up switch, manipulated, slides activated; appeared surprised, continued to play with switch, began to attend to pictures.	5/15/83 After S was allowed to explore, I modeled appropriate switch use and S imitated.

STUDENT: 3

GOAL: S will complete vocational task (stapling) without teacher cues/prompts, given pre-arranged materials and equipment

ACTIVITY: Vocational-Stapling

OBJECTIVE: S will complete designated components of task-90% accuracy

SITUATION/MATERIALS	STUDENT RESPONSE	CUE/CORRECTION	SCORING
Two pages to be stapled together have been collated by teacher. Pages are handed to S from her left side. Container for completed work is designated on S's right side.	1. S holds both papers (presented by I) without throwing or crumpling, and places on table next to stapler. 2. Uses both hands to press down stapler, after I has positioned papers in appropriate location under stapler. 3. Grasps stapled papers and places in "done" box.	1. "Take the papers." If S attempts to throw or crumple papers, model appropriate behavior and repeat step. 2. Hand-over-hand assistance to press down. 3. Gestural cue (point to box) Model appropriate placement of papers if necessary.	+ independent G gestural cue (point) M model P physical prompt Also note rate of performance-total number of completed and time needed.

Step	Date/Rater/Trials 2/15	2/15	2/15	3/22	3/22	3/22	
1. Grasps papers and brings to stapler	P	P	P	M	P	+	
2. Presses stapler to activate	P	+	P	P	P	+	
3. Places papers in "done box"	M	G	P	G	G	+	
*Note total number completed and time	6 completed in 10 minutes			10 completed in 12 minutes			

COMMUNITY PROGRAMMING DATA SHEET

Student: 4

Community Site: West Towne Mall

Date: 2/11/83

Objectives	Comments
1. Maintain hands on lap tray and/or holding purchases on tray.	1. Kept bag on tray during entire outing. Manipulated/explored bag, but kept it on tray. No hand mouthing.
2. Use good lip closure and chewing skills to process snack.	2. Had ice cream sundae with cherries. Good lip closure when eating fruit. Kept it in her mouth and chewed. Hypersensitive to ice cream. Vocalized and pulled away.
3. Increase visual attending to people and objects.	3. Visually attended to other people in the mall. Very attentive to movement of water in fountains in mall. Unusually calm and alert all morning.

Student: 2

Communication Program: Transitions

GOAL: Student will associate specific objects with places in the school building. Given an object, S will walk directly to the location where the object is used, without dropping it, on three consecutive trials.

OBJECTIVE: Given an object and the verbal cue, "S, go to the _____," S will walk directly to the named room, without dropping the object, on three consecutive trials.

MATERIALS: Grooming box (bathroom), lunch chart (office), bib (lunchroom), book (IMC), data sheet, watch.

PROCEDURE:
1. Hand student an object and provide verbal cue, "S, go to the _____."
2. Respond/correct as appropriate (see below).

Student Response	Teacher Response/Correction	Scoring
A. Student goes directly to appropriate location	A. Verbal praise.	Score (+) under redirections
B. Student drops object	B. Provide verbal, "No, S pick up the/your _____," and facilitate student to pick up.	Indicate number of times item was dropped
C. Student begins to go in wrong direction	C. Provide verbal cue, "S, go to the _____;" pair with pointing or turning of head in appropriate direction.	Indicate number of times S was redirected
D. Student repeatedly goes in wrong direction or wanders	D. Provide verbal "No," then turn S around, going back to classroom or point of misdirection and repeat verbal cue.	Note under comments.

Student: 2

Communication Program: Transitions

Data Sheet

Time/Date	Location	# of times obj. dropped	# of redirections	Comments
5/24/83	Office/ Lunch-chart	2	1	Tried to go to PT/ OT room
5/26/83	IMC	0	3	Redirected in hall-way and by globes; once in IMC, went straight to desk.

Student: 1

Communication Program: Use of board

GOAL: Student will, using a touch response, indicate desired or named discriminant from a choice of three with accuracy on three consecutive days.

OBJECTIVE: Student will remove from her communication board a desired or named discriminant from a choice of three with accuracy on three consecutive days. (Shape to touch response)

MATERIALS: Communication board lap tray (easel design), word cards (eat, drink, ball, toothbrush, "blank"), corresponding objects, data sheet

PROCEDURE:

1. Check student's positioning in her chair, making sure she is seated well back, upright and with hands and arms free.
2. Check that student's hands/arms are resting in a neutral position.
3. Present each discriminant separately, making sure that she establishes eye contact with the discriminant and tracks it as it is positioned on her communication board.
4. Ask, "S, what do you want?" or "S, touch _____," and then
5. Respond/correct as appropriate (see below).

Student Response	Teacher Response/Correction	Scoring
A. Student looks at cards and purposefully takes one.	Acknowledge choice verbally, "S you chose _____" and present object.	+ (*also indicate position of cards and hand used.)
B. Student looks at cards, takes more than one.	Correct with verbal, "No, S show me what you want" or "No, take only one," and make sure hands are returned to neutral position.	1
C. Student does not look at cards, grabs randomly.	Correct with verbal, "No, S look at the cards." Touch cards with finger to gain attention. Represent initial cue.	-
D. Student continues to act randomly (more than two consecutive times).	Put board down, remove cards. Wait and begin sequence again.	-R (negative redirect)

Student: 1

Communication Program: Board Use

Scoring Key

Indicate position discriminant: R-right, L-left, C-center
Indicate type of verbal cue: N-named, Q-question
Indicate student response: + ind, 1 looked, random choice, - random, -R redirected
Indicate discriminant chosen

Discriminants	Position Trials 5/24/83															
		1	2	3	4	5	P	6	7	8	9	10	P	11	12	Comments
1. eat	R	Q	Q	Q	Q	Q	R	Q	Q	Q	Q	Q	C	Q	Q	Used R hand to get, eat in center
2. drink	L	+	+	+	-	-	L	+	+	+	+	+	L	-	+	
3. ball	C	eat	drink	eat			C	eat	eat	drink	drink	eat	R		ball	

Student: 3

MOBILITY PROGRAM

Means of Mobility	Wheeling Self in Wheelchair	Pushing on Scooterboard
Instructional Procedures:	1. I stands 4-5 feet in front of S - verbal cue and sign "come here." 2. If no resonse, place S's hands on wheels. 3. Hand over hand assistance to push chair.	1. Position S prone on small orange scooterboard. Place preferred object or person at destination. 2. Intervene as little as possible. Allow S to use problem-solving strategies to get around obstacles. 3. Reinforce when she reaches destination.

Date	Means of Mobility	Situation/ Location	Time	Comments
9/21/83	Wheeling self in wheelchair	Hall to Bathroom 3 feet, tile floor	2 min.	Used R hand only, but kept L hand on wheel spontaneously. Continuous verbal cue ("come here") and frequent verbal reinforcement
9/22/83	Wheeling	Hall to Bathroom 6 feet, tile floor	75 sec.	Used R hand only. Required frequent verbal cues and reinforcement
9/23/83	Wheeling	Locker to classroom--4 feet	1 min.	Physical prompts - 1, 3 indep. pushes (with left hand), much verbal encouragement
10/20/83	Wheeling	Art room to classroom (1 corner)	15 min.	Verbal cues: 43 Physical Prompts: 15
10/21/83	Wheeling	Classroom to drinking fountain	3 min., 52 sec.	Verbal cues: 11 Physical Prompts: 10

VI. Developing A Schedule

A. Weekly

Following the writing of individualized instructional programs, the next step in program development is the development of a general weekly instructional schedule for the entire classroom. This schedule will reflect the combined instructional programs of all the students and be the working schedule from which daily lessons are written. A number of factors to be considered when developing a schedule are discussed below.

To begin, it is suggested that instructional programs be looked at to determine the following:

How often should instruction occur:

Daily?
Two to three times each week?
Once a week?

When should instruction occur?

At a consistent time each day as part of a routine?
Whenever there is time available?
Episodically?

How much time is needed for each instructional session?

Does the program require one-to-one instruction, or is group instruction an alternative?

Initially, answer these questions with the "optimal instructional situation" in mind and outline an "ideal" schedule. Having outlined the "ideal," and using it as a reference, begin to develop a working instructional schedule.

Development of a working schedule is influenced by those imposed scheduling constraints that are "givens" within each school building. These "givens" include bus arrival/departure times, availability of support staff, scheduling of special classes (art, physical education, music) and established lunch times. Acknowledging these "givens," fill them into the schedule being developed and begin scheduling instructional sessions. Refer back to the "ideal," approximating it as much as possible, and keeping in mind the considerations previously identified.

Schedule those instructional programs requiring daily instruction into the time periods which most closely approximate the ideal (most natural and appropriate) setting and where there are consistently occurring blocks of time from day to day. For example, grooming programs are scheduled in the morning; snack occurs at 10:00 daily. Using these consistent daily times allows the teacher to utilize naturally occurring events as antecedent cues or consequences of specific student behaviors.

Schedule those programs (vocational, leisure-recreation) which can be implemented at any of a variety of times during blocks of time which occur more randomly throughout the week, for example, vocational programming may occur on Tuesday from 10:30-11:15 and on Thursday from 2:00-2:30 each week.

Those programs requiring small amounts of time, but which can be scheduled more flexibly, i.e., range-of-motion exercises, should be provided episodically as needed.

Following is an example of this scheduling process. The first schedule is the ideal schedule, allowing for arrangement of programming at optimal times. The second page shows the "givens" the teacher must program around. The third page is a final working schedule, including the givens described on the previous page and the best possible arrangement of instructional programs at the times available.

MADISON METROPOLITAN SCHOOL DISTRICT

DAILY PROGRAM

IDEAL SCHEDULE

TEACHER Hansen GRADE TMR SCHOOL Muir

ROOM 31 SEM. YEAR 82-83

Time	Monday	Time	Tuesday	Time	Wednesday	Time	Thursday	Time	Friday
8:30 9:15	DOMESTIC/COATS OFF/GROOMING →								→
9:15 9:45	SMALL GROUP SOCIAL SKILLS/CLASSROOM JOBS →								COMMUNIT
9:45 10:30	DOMESTIC: SNACK/COMMUNICATION →								↓
10:30 10:45	RECESS/ LARGE GROUP GAMES →								
10:45 11:30	JOB SKILLS/COMMUNICATION/MOBILITY: Possessions, getting to lunchroom →								
11:30 12:35	LUNCH →								→
12:35 1:00	REST →								→
1:00 1:30	DOMESTIC/DRESSING/GROOMING →								→
1:30 2:00	RECESS/SMALL GROUP/INDEPENDENT PLAY →								→
2:00-2:30	VOCATIONAL SKILLS/IN SCHOOL JOBS →								→
2:30 3:00	DOMESTIC/COMMUNICATION →								→

PLEASE INDICATE CLASS SIZES FOR WHOLE AND DIVIDED SECTIONS.

MADISON METROPOLITAN SCHOOL DISTRICT
DAILY PROGRAM

IMPOSED CONSTRAINTS

TEACHER Hansen GRADE TMR SCHOOL MUIR
ROOM 31 SEM. YEAR 82-83

Time	Monday	Time	Tuesday	Time	Wednesday	Time	Thursday	Time	Friday
8:30–9:00	3 Students Arrive →								
9:00–9:30	Swimming	9:00	2 Students Arrive →						
9:30–10:00	↓	9:10–9:45	MUSIC						
10:00–10:30				10:15–10:45	MUSIC				
10:30–11:00									
11:00–11:30	Aide lunch break (1 teacher, 5 students) →								
11:30–12:15	LUNCH →								
12:15–1:00	Teacher lunch break →								
1:00–1:30									
1:30–2:00	EARLY DISMISSAL					1:40–2:10	ART		
2:00–2:30		2:15–2:45	GYM	2:15–2:45	ART	2:15–2:45	GYM		
2:30–3:00			DISMISSAL →						

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100390

PLEASE INDICATE CLASS SIZES FOR WHOLE AND DIVIDED SECTIONS.

MADISON METROPOLITAN SCHOOL DISTRICT
DAILY PROGRAM

ACTUAL SCHEDULE

TEACHER Hansen GRADE TMR SCHOOL MUIR
ROOM 31 SEM. YEAR 82-83

Time	Monday	Time	Tuesday	Time	Wednesday	Time	Thursday	Time	Friday
8:30	Leave for SWIMMING →	8:30-9:00	DOMESTIC (3 students) →						COMMUNITY EVERY OTHER WEEK
		9:10-9:40	MUSIC	9:30-9:30	DOMESTIC (2 students)	9:30-10:15	SMALL GROUP GAMES (3 students)		
		9:40-10:45	DOMESTIC / COMMUNICATION	9:30-10:15	SNACK	10:15-11:00	DOMESTIC/SNACK →		
				10:15-10:45	MUSIC		VOCATIONAL SKILLS →		
11:00-11:30	Lg Group Games →	10:45-11:30	Lg Group Games →						
11:30-12:15	LUNCH →								
12:15-1:00	REST →								
1:00-1:30	DOMESTIC	1:00-1:45	DOMESTIC →			1:00-1:40	DOMESTIC	1:00-1:30	DOMESTIC
1:30-2:00	COATS ON	1:45-2:15	RECESS SMALL GROUP GAMES →			1:40-2:10	ART	1:30-2:00	RECESS
		2:15-2:45	GYM	2:15-2:45	ART	2:10-2:40	GYM	2:00-2:30	VOCATIONAL
		2:45-3:00	COATS ON			2:40-3:00	COATS ON	2:30-3:00	COATS ON

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PLEASE INDICATE CLASS SIZES FOR WHOLE AND DIVIDED SECTIONS.

100390

B. Daily

Having developed a weekly instructional schedule, daily lesson plans can then be written which reflect the general needs of all students while allowing the teacher to focus on individual needs as well. Considerations which are addressed in daily lesson plans include:

1. The use of transition times to program for communication, mobility and object manipulation objectives.

2. Programming for multiple objectives within a given activity.

3. Heterogeneous grouping of students for programming of related skills.

4. Scheduling of student-specific toileting and behavior programs and the provision of needed medical services

Transition times between activities provide valuable opportunities for programming of general communication, mobility and object manipulation objectives. A student working on communication skills might be shown a picture representative of the next activity to develop anticipation and his/her vocabulary of discriminants, or be asked to choose the toy s/he would like to play with during "free time." A student working on transferring, rolling, ambulation or wheelchair skills would be required to actively participate in moving from one activity to the next, thus addressing his/her mobility goal(s). As staff is providing directed instruction on communication and mobility skills to some of the students, others can be engaged in independent recreation/leisure activities which incorporate object manipulation objectives. Utilization of transition times for instruction provides opportunities for repeated practice as well as facilitating continuity and consistency of programming.

Continuing with this idea, it is advantageous to identify, within a specific instructional program, related objectives which can be worked on at the same time. A matrix format (example following) is one way of organizing this information and insuring maximum use of instructional time. It should be noted that while these related objectives are being addressed throughout an instructional program, data is not necessarily being collected on them at this time.

Activity-Time Snack 10:00	Student 1	Student 2	Student 3	Student 4
Communication-Language	Take picture of cup/spoon in response to verbal cue.	Point to picture of cup/spoon in response to question, "What do you want?"	Point to picture of cup/spoon (choice of two) to match real object.	Look at food/drink to indicate readiness.
Mobility-Positioning	Maintain head in upright position for duration of snack. Be positioned correctly in wheelchair.	Sit upright in standard chair with feet flat for duration of snack.	Remain seated in standard chair with hips and knees flexed.	Maintain position in standard chair with dycem on seat.
Object Manipulation	Initiate pincer grasp to obtain objects presented in space.	Use spoon appropriately. Return cup to table in upright position when done.	Assist with scooping when using spoon.	Accurate reach for object of choice.
Social-Behavioral	Look at peers. Pass objects to peers.	Wait turn. Reduce self-stimulatory behavior.	Wait for turn without fussing.	Maintain hand on table. Decrease hand-mouthing.
Cognition	Follow single directions: stop, on, in.	Develop awareness of no, stop, more commands.	Follow directions: "Put it down," "Give ____ to me."	Respond appropriately to directions, "Look at ____," "Calm down."

Recognizing that no two severely handicapped students will have identical objectives in all instructional domains, it will always be necessary to program for individual needs within the context of at least a small group setting. One-to-one instruction is not always possible, nor is it always the most desirable instructional arrangement for teaching severely handicapped students. The matrix design provides a framework for teachers to view and plan for varying instructional objectives of a heterogeneous group of students during one activity. Teachers can take advantage of heterogeneous grouping to program effectively for individual students. By allowing adequate time for one student to respond independently to a specific task cue, the teacher can monitor attempts at correct responding by that student, while simultaneously providing more direct instruction to others in the group as needed, but with less probability of the teacher's "over-assisting" by providing too much intervention. Since the ultimate goal for any student is to perform a task independently, instruction will proceed from allowing the student the opportunity to respond independently before gradually providing more intensive levels of intervention. Providing no more than the necessary amount of intervention will facilitate the process of eventually fading cues and prompts.

Finally, daily lessons incorporate the toileting and behavior programs of individual students and schedule for the provision of needed medical services (medication, postural drainage, catheterizations). Flexibility is important when scheduling, as the timing of "toileting," etc. is generally student specific, with program success being dependent upon working within the student's schedule.

VII. DATA COLLECTION: A DISCUSSION

The purpose of data collection is to measure and evaluate a student's progress toward an instructional objective. Decisons regarding student progress and appropriateness of an objective are made based upon the data collected. The data collection system chosen for use with a particular instructional program should supply information which will be of assistance in this evaluation process.

Although any type of data collection will interfere somewhat with the normal flow of instruction, some procedures will be less intrusive than others. Selection of a particular data collection system should take into consideration the type of activity, attention span and distractibility of the students, and the skill of the person recording data. The data collection system chosen should supply the greatest amount of relevant information in the least intrusive way.

While daily data collection is desirable for certain programs, e.g., toileting, behavior management, etc., generally, weekly data collection is both adequate and manageable. Once each month, the accumulated data should be reviewed and the following questions asked:

> Should the objective be maintained because satisfactory progress has been made?
>
> Should the criteria for performance be raised because the student is meeting the criteria or is close to doing so?
>
> Should the objective be modified by lowering the criteria, adapting the materials and/or sequence or increasing the level of intervention because the student is not progressing?

The answers to these questions will dictate program decisons and result in modifications and/or updating of the student's IEP.

VIII. STRATEGIES FOR INCLUDING SUPPORT STAFF AND FAMILIES

Students with severe multiple handicaps generally require numerous support services in addition to classroom instruction. These may include physical therapy, occupational therapy and/or speech and language therapy. While the availability of these services is a potential benefit to the student's overall programming, it is advantageous to the student only if the services are provided in a coordinated fashion. Lack of communication and coordination between different disciplines can result in differing expectations for the student resulting in confusion for the student and probably detriment to his/her learning. It is essential that all instructional staff set aside time on a regular basis (at least weekly) to share information, concerns and suggestions about individual students. Joint efforts can result in more effective problem-solving. In addition to meeting together, it is crucial that all service providers work directly with students together. While administrative constraints may make it necessary for some support services to be provided in an "isolated therapy model," it is important that periodically both the teacher and the support service personnel observe the student simultaneously. Only in this way can both be sure of having the same perceptions. At these times, both individuals can model for each other specific intervention procedures. This will ensure more consistent programming for the student. It is the responsibility of each staff person to be sure that they integrate other instructional objectives and intervention techniques into their interactions with the student.

Similarly, school staff must realize that the student spends at least as much time in his/her home environment as in the classroom. Therefore, coordination of home and school is crucial. Numerous approaches exist to facilitate good working relationships between home and school, and the best approach(es) will depend on the unique needs of each family. Some of the methods found successful include the following:

school staff observation of the student at home;
parent observation of the student at school;
communication notebook sent between home and school with the child daily;
telephone calls.

School staff must recognize that parents' perception of a child's abilities and disabilities may differ from theirs, and this discrepancy must be addressed if effective, coordinated programming between home and school is to occur. In addition, parents' willingness to teach their child and the value they place on intervention will significantly influence the likelihood of successful home instruction.

While accurate assessment and appropriate program development are necessary for successful education of severely handicapped students, these are not sufficient conditions by themselves; the teacher must also be mindful of the need to develop a truly comprehensive program among all those who have an interest in contributing to the student's continuing development.

APPENDIX A

DEFINITIONS

Definitions

Adaptions-adjustment made to materials, environment and skill sequences in order for the student to participate.

Chronologically Aged Appropriate Activities -activities, skills and materials which are characteristic of persons of a specific age group (children's activities for children; adult activities for adults).

Communication -a process through which information is exchanged between individuals through a common system of signs or symbols.

Curriculum Domain -dividing the total life space of a student into non-mutually exclusive manageable units, e.g., five major life areas: domestic, vocational, leisure/recreational, community, interactions.

Developmental Sequence -order of specific skill acquisition found in normally developing children.

Ecological Model -method used to determine the outcomes of a child's participation in an educational environment. The systematic looking at the interaction between the child as a learner, some pre-stated learning expectations and the programming developed to accomplish those expectations.

Environment -a place, i.e., home, grocery store, school, etc.

Functional Skills -those which are frequently demanded in order for any person to perform as independently and productively as possible in home, school and community settings.

Interactions -direct sensory contact and/or direct sensory exchanges, verbal, visual and/or tactile between two people.

Inventory -a listing of all the skills and activities required for success within specific environments.

Language -a formal system of signs and symbols including rules for the formation and transformation of admissable expressions (Yoder & Harris).

Least Restrictive -environments that allow individuals to achieve optimum potential.

Natural Environments -are environments where normally ocurring, every day activities are available. (Natural as opposed to simulated learning situations.)

Partial Participation -student's ability to engage in at least a portion of a required skill sequence.

Skill -a specific action required in the performance of an activity (turning on faucet, taking money out of wallet, putting pencil in sharpener hole, etc.).

Sub-Environment -a designated area in a specific location or place, kitchen, check-out line, classroom, etc.

(Assistance to Program and Teachers Project, MMSD, 1980-81)

APPENDIX B

ASSESSMENT TOOLS

ASSESSMENT TOOLS

Bayley, N. Bayley Scales of Infant Development. New York: Psychological Corporation, 1969.

Brigance, A. Diagnostic Inventory of Early Development. Woburn, Massachusetts: Curriculum Associates, Inc., 1978.

Doll, E. Vineland Social Maturity Scale. Circle Pines, Minnesota: American Guidance Service, 1947, 1965.

Ireton, H. and E. Thwing. Minnesota Child Development Inventory. Minneapolis, Minnesota: Behavior Sciences Systems, Inc., 1972.

Stillman, R. Callier-Azusa Scale. Dallas, Texas: University of Texas at Dallas, Callier Center for Communication Disorders.

APPENDIX C

ADDITIONAL SKILL SEQUENCES

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Ford, A., F. Johnson, I. Pumpian, J. Stengert and J. Wheeler. A Longitudinal Listing of Chronological Age-Appropriate and Functional Activities for School Aged Moderately and Severely Handicapped Students. Madison, Wisconsin: Madison Metropolitan School District, 1980.

Frey-Doering, K. and K. Zanella. How to Teach ... Chronological Age-Appropriate Activities for School Aged Moderately and Severely Handicapped Students. Madison, Wisconsin: Madison Metropolitan School District, 1982.

Pumpian, I., J. Livi, M. Falvey, L. Brown and R. Loomis. "Strategies for Generating Curricular Content to Teach Adolescent and Young Adult Severely Handicapped Students Domestic Living Skills." In L. Brown, M. Falvey, D. Baumgart, I. Pumpian, J. Schroeder and L. Gruenewald (Eds.). Strategies for Teaching Chronological Age Appropriate Functional Skills to Adolescent and Young Adult Severely Handicapped Students. Vol. IX, Part 1. Madison, Wisconsin: University of Wisconsin-Madison and Madison Metropolitan School District, 1980.

APPENDIX D

COMMUNICATION PROGRAMMING

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Branston, M. B., D. Eng, C. Hunt and L. Vincent. A Protocol for Assessment of Speech, Language and Cognitive Abilities from Birth to Two Years. Madison, Wisconsin: Madison Metropolitan School District, 1978.

Brown, L., M. B. Branston, S. Hamre-Nietupski, I. Pumpian, N. Certo and L. Gruenewald. "A strategy for developing chronological age appropriate and functional curriculum content for severely handicapped adolescents and young adults." In L. Brown, S. Hamre-Nietupski, S. Lyon, M.B. Branston, M. Falyey and L. Gruenewald (Eds.). Curricular Strategies for Developing Longitudinal Interaction between Severely Handicapped Students and Others and Curricular Strategies for Teaching Severely Handicapped Students to Acquire and Perform Skills in Response to Naturally Occurring Cues and Correction Procedures. Vol. VIII, Part 1. Madison, Wisconsin: Madison Metropolitan School District, 1978.

Guess, D., W. Sailor and D. Baer. "A Behavioral-Remedial Approach to Language Training for the Severely Handicapped." In E. Sontag (Ed.). Educational Programming for the Severely and Profoundly Handicapped. Reston, Virginia: Council for Exceptional Children, 1977, pp. 360-377.

Morris, Suzanne Evans. "Communication/Interaction Development at Mealtimes for the Multiply-Handicapped Child: Implications for the Use of Augmentative Communication Systems." In Language, Speech and Hearing Services in Schools, October 1981, pp. 216-232.

Vanderheiden, G. and K. Grilley. Non-Vocal Communication Techniques and Aids for the Severely Physically Handicapped. Baltimore, Maryland: University Park Press, 1978.

Vicker, B., Ed. Nonoral Communication System Project: 1964-73. Iowa City, Iowa: University of Iowa, 1974.

APPENDIX E

BLANK ASSESSMENT FORMS

MORNING ROUTINE CHECKLIST

Student: _____

Environment: _____

Rater: _____

Date: _____

Skill Sequence	Independent	Student Performance-Describe by #	Adaptations: Actual/Proposed/Discussion
HALL:			
1. Walks down hall			
2. Locates locker			
LOCKER:			
1. Removes mittens/gloves			
2. Places in locker			
3. Removes hat/hood			
4. Places in locker			
5. Unfastens coat			
zipper			
snaps			
buttons			
6. Removes 1st sleeve (R/L)			
7. Brings coat around back			
8. Removes 2nd sleeve			
9. Places in locker			
10. Walks to classroom			
11. Enters classroom			
ROOM:			
1. Locates name cards			
2. Identifies and takes own name card			
3. Places in "school" slot			

GROOMING SKILLS CHECKLIST

Student: _____

Environment: _____

Rater: _____

Date: _____

Skill Sequence	Independent	Student Performance-Describe by #	Adaptations: Actual/Proposed/Discussion
FACE WASHING:			
1. Turns on water			
2. Takes washcloth			
3. Wets washcloth			
4. Brings washcloth to face			
5. Draws washcloth across face			
6. Repeats #5			
7. Places washcloth in sink			
8. Turns off water			
9. Takes towel off rack			
10. Brings towel to face			
11. Dries face			
12. Hangs up towel			
HAIR BRUSHING:			
1. Takes hair brush			
2. Brings up to head			
3. Draws brush down through hair			
4. Repeats #2 and #3			
5. Places brush on table			

GROOMING SKILLS CHECKLIST

Student: _____

Environment: _____

Rater: _____

Date: _____

Skill Sequence	Independent	Student Performance-Describe by #	Adaptations: Actual/Proposed/Discussion
HANDWASHING:			
1. Locate/move to sink			
2. Locate faucet			
3. Turn on water			
4. Get hands wet			
5. Find soap			
6. Rub hands with soap			
7. Replace soap			
8. Rinse hands			
9. Turn off water			
10. Find towel			
11. Dry hands			
12. Throw away paper towel			

GROOMING SKILLS CHECKLIST

Student: _____

Environment: _____

Rater: _____

Date: _____

Skill Sequence	Independent	Student Performance-Describe by #	Adaptations: Actual/Proposed/Discussio
TOOTHBRUSHING:			
1. Find toothbrush and cup			
2. Turn on water			
3. Fill cup with water			
4. Turn off water			
5. Set cup down			
6. Find toothpaste			
7. Pick up toothpaste			
8. Remove cap			
9. Squeeze toothpaste onto toothbrush			
10. Put brush in mouth			
11. Brush teeth			
12. Remove brush from mouth			
13. Take drink--swallow or spit			
14. Put cup down			
15. Turn on water			
16. Rinse toothbrush			
17. Put toothbrush in cup			
18. Turn off water			

TOILETING ASSESSMENT CHECKLIST

Student: _____

Environment: _____

Rater: _____

Date: _____

Skill Sequence	Independent	Student Performance-Describe by #	Adaptations: Actual/Proposed/Discussion
1. Indicates need to go/ awareness of being wet			
2. Locomotes to bathroom			
3. Finds toilet			
4. Removes pants			
5. Positions self on toilet			
6. Voids			
7. Stands up or indicates "done"			
8. Wipes self			
9. Puts on pants			
10. Goes to sink			
11. Washes hands (see Hand-washing Assessment)			
12. Locates bathroom door			
13. Returns to classroom			

FEEDING SKILLS CHECKLIST

HANDEDNESS: R/L

Student: _____ DIET: _____

Environment: _____

Rater: _____

Date: _____

Skill Sequence	Independent	Student Performance-Describe by #	Adaptations: Actual/Proposed/Discussion
CUP/GLASS:			
1. Grasps			
2. Brings to mouth			
3. Sips/Drinks			
4. Swallows			
5. Returns glass to table			
6. Repeats			
SPOON:			
1. Grasps			
2. Scoops			
3. Brings to mouth			
4. Removes food from spoon			
5. Chews			
6. Swallows			
7. Returns spoon to plate			
8. Repeats			
FINGER FOODS:			
1. Grasps - palmar			
- pincer			
2. Brings to mouth			
3. Places in mouth			
4. Chews			
5. Swallows			
6. Repeats			

SNACK PREPARATION CHECKLIST

Student: _____

Environment: _____

Rater: _____

Date: _____

Skill Sequence	Independent	Student Performance-Describe by #	Adaptations: Actual/Proposed/Discussion
MIXING SPOON: Situation: Used to stir batter, pudding, etc. in bowl or juice in pitcher			
1. Discriminate mixing spoon from eating spoon and take			
2. Place spoon in container			
3. Grasp container			
4. Move spoon in stirring motion			
5. Remove spoon from container when done			
6. Place spoon in sink			
PITCHER: Situation: Used in context of an activity to pour own beverage, 1 qt. size with or without lid (indicate which)			
1. Locate pitcher and glass			
2. Grasp pitcher			

Skill Sequence	Independent	Student Performance-Describe by #	Adaptations: Actual/Proposed/Discussio
PITCHER (con't):			
3. Grasp glass			
4. Lift pitcher off table			
5. Pour liquid into glass			
6. Stop pouring when glass is full			
7. Return pitcher to table			

SNACK PREPARATION CHECKLIST

Student: _____

Environment: _____

Rater: _____

Date: _____

Skill Sequence	Independent	Student Performance-Describe by #	Adaptations: Actual/Proposed/Discussion
TOASTER: Situation: Used in context of making toast, pop-tarts, frozen waffles, etc.			
1. Pick up bread (or other food)			
2. Insert in toaster			
3. Press button			
4. Remove hand - wait			
5. Remove food from toaster or ask adult for help			
6. Place food on plate			
BLENDER: Situation: standard blender used for making milkshakes and similar snacks			
1. Remove cover from blender			
2. Open container(s) of food			
3. Insert food(s)			
4. Replace top			
5. Turn on blender (press button or adpated switch)			

Skill Sequence	Independent	Student Performance-Describe by #	Adaptations: Actual/Proposed/Discussion
BLENDER (con't):			
6. Turn off when done			
7. Remove cover			
8. Pour contents out			

SNACK PREPARATION CHECKLIST

Student: _____

Environment: _____

Rater: _____

Date: _____

Skill Sequence	Independent	Student Performance-Describe by #	Adaptations: Actual/Proposed/Discussion
HAND HELD ELECTRIC MIXER: Situation: Used in context of cooking activity to mix pudding, batter, etc. Bowl is stationary (does not require holding by student).			
1. Grasp mixer handle			
2. Place beaters in bowl			
3. Hold mixer, with control, upright in bowl (mixer off)			
4. Turn mixer on/indicate to peer to turn on			
5. Hold mixer, with control upright in bowl (mixer on)			
6. Turn mixer off/indicate to peer to turn off			
7. Place mixer on table, beaters over bowl			

Initial Communicative Intent Checklist

Student: _____ Rater: _____ Date(s): _____

Indicate +/- for each item. As appropriate, describe action, situation, characteristics and/or contingencies for individual items in space provided. (Use item # for reference.)

1. Uses facial expresions to convey pleasure/displeasure:
   Eyes _____ Smile _____ Frown _____
2. Grabs item(s) consistently _____
3. Fixes gaze on desired object _____
4. Responds to attention:
   Positive _____ Negative _____ Lack of _____
5. Moves in space and/or adjusts body to be in closer proximity of desired object/people/activity _____
   _____
6. Uses vocalizations to gain attention _____
7. Uses gestures to gain attention _____
8. Uses behavior to gain attention _____
9. Anticipates next step in sequence _____
10. Differentiated reactions to novel stimuli _____
11. Actively explores/manipulates new objects _____
12. Uses problem solving, specific to situation, to obtain goal _____
13. Uses routines to obtain goal _____
14. Uses adults for assistance in obtaining goal _____

Discussion

VOCATIONAL SKILLS CHECKLIST - LUNCH CHART

Student: _____

Environment: _____

Rater: _____

Date: _____

Skill Sequence	Independent	Student Performance-Describe by #	Adaptations: Actual/Proposed/Discussic
Situation: Lunch Chart has been completed by I and is placed on the corner of the teacher's desk.			
1. Walk to I desk			
2. Locate and take lunch chart			
3. Walk to office			
4. Place lunch chart on counter			
5. Return to classroom			

VOCATIONAL SKILLS CHECKLIST - STAPLING

Student: _____

Environment: _____

Rater: _____

Date: _____

Skill Sequence	Independent	Student Performance-Describe by #	Adaptations: Actual/Proposed/Discussic
STAPLING: Situation: Papers to be stapled have already been collated by the instructor. A container for finished papers is designated.			
1. Obtain stapler, papers			
2. Straighten papers, edges even			
3. Place one corner of papers under stapler			
4. Press stapler down firmly			
5. Remove papers; place in designated location			

VOCATIONAL SKILLS CHECKLIST - OPERATING THREE-HOLE PAPER PUNCH

Student: _____

Environment: _____

Rater: _____

Date: _____

Skill Sequence	Independent	Student Performance-Describe by #	Adaptations: Actual/Proposed/Discussion
THREE-HOLE PAPER PUNCH: Situation: Pile of papers to be punched is positioned next to punch on table. Container for finished papers is located on table.			
1. Obtain papers, punch			
2. Pick up several papers			
3. Straighten papers, edges even, place papers evenly in punch			
4. Line up sides and top edge			
5. Press down while holding papers steady			
6. Remove papers			
7. Place papers in designated location			

VOCATIONAL SKILLS CHECKLIST - WASHING TABLE

Student: _____

Environment: _____

Rater: _____

Date: _____

Skill Sequence	Independent	Student Performance-Describe by #	Adaptations: Actual/Proposed/Discussion
WASHING TABLES:			
1. Locate bucket, sponge/ cloth			
2. Fill bucket with water			
3. Locate soap, grasp			
4. Add soap to water (or use cleanser, see below)			
5. Grasp bucket, sponge, walk to table			
6. Place bucket on table			
7. Place sponge in bucket			
8. Locate and grasp cleanser			
9. Walk to table			
10. Sprinkle/shake cleanser on table, put container down			
11. Grasp sponge in bucket			
12. Wring out sponge			
13. Wash table (if using cleanser wash all areas with cleanser)			
14. Repeat #7, 10, 11, 12, 13 as needed			
15. Place sponge in bucket			
16. Carry bucket to sink, empty			
17. Rinse out sponge			
18. Put away sponge, bucket, cleanser			

VOCATIONAL SKILLS CHECKLIST - DITTOING

Student: _____

Environment: _____

Rater: _____

Date: _____

Skill Sequence	Independent	Student Performance-Describe by #	Adaptations: Actual/Proposed/Discussion
DITTOING: Situation: using ditto machine. Dittos are placed on and removed from machine by office staff. Appropriate amount of paper is also put in machine.			
1. Take folder with dittos from work table in room			
2. Carry into office			
3. Indicate to office staff that you have dittos			
4. Carry folder to ditto machine			
5. Give folder to office staff			
6. Wait appropriately while machine is made ready			
7. Turn machine on			
8. Watch paper feed			
9. Stop machine when all the paper is used			
10. Take completed sheets from machine			
11. Place completed sheets in folder			
12. Repeat #6, 7, 8, 9, 10, 11 as needed			

Skill Sequence	Independent	Student Performance-Describe by #	Adaptations: Actual/Proposed/Discussion
DITTOING (cont):			
13. Indicate to office staff that you are done			
14. Return to room (carry folder)			
15. Place folder on work table			

VOCATIONAL SKILLS CHECKLIST - LAUNDRY (WASHER)

Student: _____

Environment: _____

Rater: _____

Date: _____

Skill Sequence	Independent	Student Performance-Describe by #	Adaptations: Actual/Proposed/Discussion
WASHING CLOTHES: Situation: Laundry has been pre-sorted; machine has been set to correct temperatures and water levels.			
1. Locate/locomote to washer			
2. Open door			
3. Put in correct amount of detergent			
4. Put in clothes			
5. Close door			
6. Activate button(s) to start wash cycle			
7. Remove clothes when cycle is complete			

VOCATIONAL SKILLS CHECKLIST - LAUNDRY (DRYER)

Student: _____

Environment: _____

Rater: _____

Date: _____

Skill Sequence	Independent	Student Performance-Describe by #	Adaptations: Actual/Proposed/Discussion
DRYING CLOTHES: Situation: Temperature control has been preset.			
1. Locate/locomote to dryer			
2. Open door of dryer			
3. Insert clothes			
4. Close door securely			
5. Activate control(s) to start dryer			
6. Open door when cycle is complete			
7. Remove clothes; place in basket			
8. Fold clothes/ask for adult assistance to fold clothes			
9. Place clothes in proper drawers, closets, etc.			